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ABSTRACT

Presented is information generated from a Consortium on Auditory Learning Materials for the Handicapped. A list of consortium members and a glossary of 35 terms related to auditory learning are provided in Sections 1 and 2. Section 3 is a chart of projected goals (such as participating in teacher conferences) of the 12 consortium member units (which include the American Printing House for the Blind and the Midwest Regional Media Center for the Deaf). The fourth section consists of descriptors and forms for use in classification of auditory instructional materials. Six brief papers on the use of auditory instruction with handicapped children and summaries of consortium meeting proceedings are contained in Sections 5 and 6. Other information provided includes a list of auditory learning materials available from educational radio stations and various supplementary forms, lists, and reports. (LS)

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

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GLOSSARY OF TERMS

Advantaged Instruction - instruction that focuses on those areas that are functioning at the highest levels and that takes advantage of the child's functioning ability to promote further learning; this approach bypasses those functioning aspects of the child that are low in an attempt to provide necessary information that can promote normal performance in his environment.

Aptitude - basic learner characteristics felt to be related to, or underlie academic or vocational achievement, e.g., visual and auditory perception, frequently referred to as traits or abilities, and sometimes as specific behaviors.

Auditory Figure-ground - the ability to attend to a specific sound stimulus when presented in a background of ambient auditory information, synonymous with noise listening, or background sound exposure.

Auditory Learner - a child whose preference for or measured strengths would indicate a facility for learning through the auditory modality using that type of advantaged instruction.

Auditory Perception - central information processing of neurally coded auditory sensory information; this includes initial arousal, filtering, attention for, and the actual processing (of discrimination, retention, and sequencing) of those sound elements that permit interpretation of the environment and language facilitation.

Auditory Perceptual Discrimination - the ability to differentiate among environmental sounds, phonemes and morphemes by recognizing the distinctive features among auditory received information.

Auditory Perceptual Retention (Memory) - the ability to discriminate and then retain auditory information for short periods of time before that information is lost or used in association with a longer term memory bank containing language.

Auditory Perceptual Sequencing - the ability to arrange and organize auditory stimuli in a temporal order.

Auditory Reception -

edited out

handled by other terms

see also

perc, atten, sequen.

a categorical term that [illegible]

Available Instructional Materials - are those instructional materials graphically reproduced to be used in both group and individual settings, including programmed reading and math, as well as supplemental materials, which can be readily procured by teachers from identifiable sources.

Classification Information - that set of information, more subjective than identification information, that provides a basis for selecting an instructional material for classroom use (purpose, group setting, educational level, etc.)

Commercially Available Auditory Instructional Materials - are those instructional materials that are available nationwide through a manufacturer or distributor and will be available for a period of years. They consist of materials that either comprise some vehicle for presenting sound (cassette, phono disc, audio flashcard, etc.) or a defined procedure for the creation of auditory experiences (suggestions for listening activities, stimulus for listening experiences, etc.)

Commercially Available Non-Printed Materials - are those teaching devices used as a supplement to the basic curriculum, i.e., teaching machine programs, instructional toys, puzzles, games, records, magnetic tapes.

Descriptors: Author's Description - the objectives, goals, or aims that a specified piece of identifiable instructional material is assumed to accomplish for a particular age level (chronological or mental) and type of learner or given educational setting (basic, vocational, special education).

Descriptors: Characteristic Descriptors - those identifiable features which permit statements on objectives for a particular piece of instructional material. These would include input mode, response mode, level of interest, language or reading level, manipulanda, type of handicap.

Evaluation:

Formative Evaluation - field testing of the pilot instructional materials on a limited sample of target population, following which, prototype instructional materials are developed.

Exploratory Evaluation - pre-field test exploration to determine feasibility of developing working instructional materials into pilot ready stage. A crude face validation of a given materials capabilities of meeting stated program objectives. Usually tested by using a restricted sample target population.

Pilot Evaluation - following exploratory evaluation, the working materials are returned to the laboratory for reconsideration and refinement, the product being a representative set of testable materials.

Evaluation (continued):

Preliminary Evaluation - subjective appraisal of the pilot materials by critical reviewers known to have expertise in that field. Frequently, teachers that would use the materials should be the review audience at this stage of evaluation.

Summative Evaluation - final field test on delineated sample of target population using the prototype materials, from which the finished product will emerge and validation statements be made.

Identification Information - that set of information which is objective and is used to describe identifiable characteristics of an instructional material (price, title, author, publication date, etc.). Of primary importance for the ordering of instructional materials rather than the selection of an instructional material for classroom use.

Instructional Maintenance - to achieve arousal and to maintain attention sets, an instructional procedure more commonly used with more seriously and multiply handicapped children for focusing attention on a particular stimulus or maintaining interest or learner participation. This is in comparison to advantaged instruction or remedial instruction.

Linguistics - the discipline which studies and identifies the building blocks of language; a curricula approach emphasizing language, conceptual development, as opposed to teaching symbolic distinctive featureness of sounds and shapes (perceptor).

Modality - the sensori-perceptual intake systems through which information is transmitted to the cortical areas of the central nervous system. Primary learning modalities are usually visual and auditory perceptual systems, secondary learning modalities are tactile, haptic, kinesthetic avenues.

Non-Commercially Available Auditory Instructional Materials - are those instructional materials that are similar in form as those that are commercially available, but are not available from national sources, and/or may not be available for a period of years. These materials may be teacher made, project designed, or developed by an agency or foundation. They must be able to be reproduced from designs supplied by the author/producer.

Non-Verbal Auditory Material - an instructional material employed primarily through the auditory input mode, utilizing motor, verbal meaningless (nonsense), visual, tactile, haptic, or kinesthetic instructional support or stimulation.

Primary Sensori-Perceptual Mode - to mean only the auditory modality.

Remedial Instruction* - special instruction concentrating on academic achievement when it is lower than the expected level based on measured intellectual capacity.

Replicable Non-Commercial Materials - teacher made materials that can be reproduced from the design supplied by the author/producer.

Secondary Sensori-Perceptual Mode - to mean all modalities other than auditory that can be used to support an auditory instructional experience (visual, tactile, haptic, kinesthetic).

Teaching Techniques - the case of the specific procedure technique or material presented through a replicable structure, wherein the directions for its use can be communicated to a previously unaware second party.

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*Heilman, A.H., Principles and Practices of Teaching Reading. Charles E. Merrill, 1972, pp. 552-553.

Verbal Auditory Material - an instructional material employed primarily through the auditory input mode utilizing meaningful verbal expression as a cuing, cluing or instructional support, or reinforcer.

Visual Learner - a child whose preference for or measured strengths would indicate a facility for learning through the visual modality using that type of advantaged instruction.

Visual Perception - accurate and rapid central information processing of visually received sensory information which includes discrimination, retention, and sequencing of visual information.

Zero Reject - Retardation refers to sub-average general intellectual function which originates during the developmental period and is associated with impairment in one or more of the following: (1) learning, (2) maturation and (3) social adjustment (Heber, 1959). Severe retardation refers to an IQ range of roughly 20-35 points and a maximum mental age of 6-0. Profound retardation refers to an IQ of 20 or less points and a maximum mental age of about 3-8 (Robinson and Robinson, 1965). A very supervised life, learning of essential health habits, and a little concrete level language characterizes the severely retarded. The profoundly retarded may be bedridden, may have sustained neurological, physical and/or sensory impairments and generally require total supervision. Mental Age maximum would be from 4-0 to 6-0.

Where	Leader	Goals
American Printing House for the Blind Instructional Materials Reference Center for Visually Handicapped Children 1839 Frankfort Ave. Louisville, Kentucky 40206		1. To participate in teacher conferences and workshops and teacher training programs. 2. To disseminate information regarding materials through APH ex-offices trustees who are chief state school officers, heads of residential programs, and some agency directors. 3. To identify, evaluate and classify instructional materials for visually handicapped children. 4. To maintain source files of educational materials for the visually handicapped. 5. To produce catalogs, bibliographies, handbooks, etc. which provide source information in this area of exceptionality. 6. To provide daily reference service for matching source of demand with source of supply in the area of the visually handicapped. 7. To support teachers in their efforts to improve utilization of low vision among visually handicapped children. a) By providing an array of commercially available materials suitable for such training. b) By keeping the inventory of such materials up-dated and rejuvenated. 8. To support teachers in their efforts to discover the usefullness of non-prescriptive lenses for certain low visioned children. a) By providing an array of such devices on loan for a period of time according to their particular needs.

Where	Leader	Goals
American Printing House for the Blind Instructional Materials Reference Center for Visually Handicapped Children continued - page 2		b) By providing a list of sources for devices needed by the children involved. 9. To support teachers in their efforts to improve utilization of low vision among visually handicapped children. a) By providing an array of commercially available materials suitable for such training. b) By keeping the inventory of such materials up-dated and rejuvenated. 10. To support teachers in their efforts to discover the usefullness of non-presceiptive lenses for certain low visioned children. a) By providing an array of such devices on loan for a period of time according to their particular needs. b) By providing a list of sources for devices needed by the children involved. 11. To discover, develop, and evaluate materials for teaching basic science concepts to young blind students. a) To evaluate the ability of young blind students to identify and manipulate component parts of a set of simple machines. b) To develop instructional aids and materials for teaching basic science concepts to young blind students with focus on discovery, evaluation, and dissemination of such materials by: 1) continuing search of commercially available science materials 2) continuing search of teacher-developed science materials

Where	Leader	Goals
American Printing House for the Blind Instructional Materials Reference Center for Visually Handicapped Children continued - page 3		12. To develop materials for introducing basic geographical concepts and fundamental map reading skills to visually handicapped students. a) To give visually handicapped children direct experience in learning basic geographical concepts related to their environment. 1) to develop a sit of lesson guides based on geographical experiences in which the child will gain knowledge of geographical features in his own environment 2) to help visually handicapped children use this knowledge in learning skills of map and globe reading. 3) to help visually handicapped children use this knowledge in other areas. b) To develop educational materials for teaching young blind students that real objects in a known environment (classroom) can be represented abstractly by: 1) orientation to the classroom 2) mobility in the classroom 3) use of symbols on maps c) To develop materials for introducing fundamental map reading concepts to visually handicapped students. d) To develop an auditory program to teach visually handicapped children geographical concepts. 1) to explore and define formats for recorded instructional presentations. 2) to explore and define modes for student response 3) to explore and define modes for providing feedback to students 4) to accumulate formative test data on instructional formats, and feedback modes so that a composite may be defined for the final year of research.

Where	Leader	Goals
American Printing House for the Blind Instructional Materials Reference Center for Visually Handicapped Children continued - page 4		13. To develop an instructional program to teach the use of the abacus to teachers of visually handicapped children. 14. To disseminate information describing uses of the Chang Mobility Kit. 15. To facilitate the teaching of basic audio linguistic skills in visually handicapped students giving special consideration to the needs of multi-handicapped and early childhood education. a) Adapt two units of Educational Develop-Laboratories "Listen and Think" tape lesson series. b) Make a survey to identify the major preschool language development programs in view of adapting materials for visually handicapped students. c) Make a feasibility study of the development of a series of experience-relevant stories for young visually handicapped children. d) Explore the feasibility of adapting the Cassette-Slide Series on "Rules for Talking to Your Child". 16. To provide materials for teaching visually handicapped children to read, using braille as their meduim. a) To provide materials which will stimulate interest and curiosity about real things in the environment and, thus, an understanding of certain concepts encountered in reading. b) To provide materials which will develop an awareness of the importance of tactual discrimination.

Where	Leader	Goals
American Printing House for the Blind Instructional Materials Reference Center for Visually Handicapped Children continued - page 5		c) To provide a variety of interesting and motivational activities for teaching specific reading. d) To provide materials which will supplement and/or replace illustrative materials in inkprint textbooks. 17. To adapt educational measures designed for normal children for use with the visually handicapped. a) Areas to be surveyed: 1) general achievement 2) special areas of achievement, particularly reading and mathematics. b) When appropriate tests are identified, these tests will be adapted to braille and large type form.

Where	Leader	Goals
Great Lakes Region Instructional Materials Center 213 Erickson Hall Michigan State University East Lansing, MI 48824 (517) 353-7810	1. Marsha Smith Materials Specialist	1. To identify a group of available materials that utilize and develop the auditory channel for effective learning.
	2. " "	2. To classify the identified group of materials according to auditory learning characteristics.
	3. " "	3. To prepare a report relating information regarding the characteristics of auditory channel learning materials.
	4. " "	4. To select four specific commercially available auditory channel learning materials that have potential use with handicapped children.
	5. Nancy Carlson Materials Specialist	5. To evaluate the effectiveness of four selected commercially available auditory channel learning materials.
	6. " "	6. To prepare a report comparing the findings of these three evaluative procedures and to develop a workable plan and design for the evaluation of auditory channel learning materials.
	7. David Broski Media Specialist	7. To select a group of four auditory channel learning materials that would be more effective with handicapped children if modified.
	8. " "	8. To modify four auditory channel learning materials to increase their effectiveness with handicapped children.
	9. Nancy Carlson	9. To evaluate the effectiveness of four modified auditory channel learning materials.
	10. David Broski	10. To prepare a report of the findings of the modification and evaluation of the four selected materials.

Where	Leader	Goals
Great Lakes Region Instructional Materials Center continued - page 2	11. S. Joseph Levine Coordinator, Development Unit	11. To identify six formats for the design of auditory channel learning materials that will have potential with handicapped children.
	12. " "	12. To develop six new auditory channel learning materials for use with handicapped children.
	13. Nancy Carlson	13. To field test the first versions of six auditory channel learning materials for use with handicapped children.
	14. S. Joseph Levine	14. To modify first versions of six auditory channel learning materials on field test data.
	15. Nancy Carlson	15. To field test revised versions of six auditory channel learning materials for use with handicapped children.
	16. S. Joseph Levine	16. To prepare a report on the use of six different formats for the design of auditory channel learning materials for handicapped children.
	17. " "	17. To submit for distribution the six new auditory channel learning materials for handicapped children
	18. Marsha Smith	18. To select a content area and specific content objectives that are appropriate to the needs of handicapped learners.
	19. S. Joseph Levine	19. To select a format for the development of a new auditory channel learning material.
	20. David Broski	20. To design and develop a set of pilot example content specific auditory channel learning materials.

Where	Leader	Goals
Great Lakes Region Instructional Materials Center continued - page 3	21. Nancy Carlson	21. To field test a set of new pilot example content specific auditory channel learning materials.
	22. Marsha Smith	22. To prepare a report on the effectiveness of a set of pilot example content specific auditory channel learning materials.
	23. S. Joseph Levine	23. To redesign a set of new pilot example content specific auditory channel learning materials.
	24. Nancy Carlson	24. To field test the redesigned pilot example content specific auditory channel learning materials.
	25. Sue Ann Yovanovich Coordinator, Field Service Unit	25. To provide consultative services to state departments.
	26. Randy Gross Library Services Consultant	26. To provide consultative services to ASEIMCs.
	27. " "	27. To support ASEIMC Personnel in the management of their programs.
	28. Sue Ann Yovanovich	28. To assist state departments in planning, implementing, and conducting media and materials workshops.
	29. " "	29. To provide the state departments of special education and designated agents with up-to-date information on the availability and use of instructional technology, materials and developments.
	30. " "	30. Provide state departments of special education and ASEIMCs access to computer-based resource units (CBRU) out of Buffalo, N.Y., at the Macomb County Intermediate School District, Michigan.

Where	Leader	Goals
Great Lakes Region Instructional Materials Center continued - page 4	31. Sue Ann Yovanovich	31. Provide materials dissemination to ASEIMCs through state departments of special education.
	32. Randy Gross	32. Register users of child-use and mediated teacher-use materials and circulate these materials to registered patrons.
	33. Sue Ann Yovanovich	33. Provide support to state departments and ASEIMC personnel in developing and improving their skills in media, materials and educational technology.
	34. " "	34. Select and acquire child-use and mediated teacher-use instructional materials in support of the state departments of special education.

Where	Leader	Goals
Illinois Special Education Instructional Materials Center Office of Superintendent of Public Instruction 1020 S. Spring St. Springfield, Illinois 62706 (217) 525-6601	1. Perry Martin Jean Preston	1. To act as a clearinghouse and broadcasting system for teacher-developed ideas and materials for education of exceptional children.
	2. Perry Martin Larry Small	2. To improve classroom instruction for handicapped children by conducting media workshops for 20% of those special education instructors by 1974.
	3. Margaret Niederer William Lohman	3. To provide by 1978: 75% of all handicapped children to receive an equal opportunity through the provision of systems and resources so that instructional and learning material, practices and services are available to all persons involved in the education of handicapped youth.
	4. Perry Martin James Meeks	4. To expand and improve programs concerning the educational needs of the visually impared because at least 55% of the teachers or educators of these programs and including at least one representative from each special education district or joint agreement program will become familiar with new developments in the field, special curriculum, techniques, processes and materials for daily living skills.
	5. Perry Martin	5a. By 1977, to have materials appropriate to the needs of handicapped children because 70% of the special education personnel will be aware of the system and its services and 60% of those aware of the system will receive specific utilization instructions. They will also have a thesaurus available to them within two weeks if they desire. b. By 1974, to have 20% of those aware of the system utilize the services once or more. Those requesting service will receive a response within two weeks from the date the request is received.

Where	Leader	Goals
Illinois Special Education Instructional Materials Center continued - page 2	6. Perry Martin	6. By 1975, to improve classroom instruction for handicapped children by having 50% of special education instructors who have completed the media workshops utilize this knowledge and ability in their classroom.
	7. Margaret Niederer Jerry Baginski	7. To make those responsible for purchasing instructional materials for exceptional children more aware of the many factors involved in the appraisal of instructional materials.
	8. Perry Martin	8. To conduct a series of training programs to train/retrain the Department Staff in order to improve instruction of children by familiarizing state staff with materials, techniques, and teaching processes; develop advocates for IMC services; and in some areas, train the various staff as teacher trainers in selected areas.
	9. Margaret Niederer William Lohman	9. To update the materials inventory file to include 90% of all materials in the IMC collection. The file includes short-term loan items for patrons interested in the education of exceptional children, and long-term items for educators responsible for programs for the visually handicapped.
	10. Perry Martin Cheri Hammann	10. To make available information regarding processes and products in Special Education to Illinois educators and others interested in the education of exceptional children by phone, mail, face-to-face contact, and dissemination.
	11. Jacqueline Crain Margaret Niederer	11. By 1974, (to the limit of the financial and staff capabilities) the IMC will provide information concerning their requests to 95% of the patrons within two weeks and will provide requested materials within three weeks to 25% of the patrons.

Where	Leader	Goals
Illinois Special Education Instructional Materials Center continued - page 3	12. Dan Dabbert Margaret Niederer	12. To compile a list of materials for the instruction of severely, profoundly, and multiply handicapped. It will be duplicated and distributed to teachers of severely, profoundly, and multiply handicapped and other RSEIMC's. Field testing of materials will occur at three to ten sites.
	13. Bobbie Cheaney Corinne Coppas Margaret Niederer.	13. To provide basic educational materials (braille, large type, recordings, and tangible aids) for visually handicapped students in educational programs, beginning with age three and including adults, when enrolled in an educational program.
	14. Nick Xamis Margaret Niederer	14. By 1974, to develop at least four pilot prototypes of preschool handicapped child-use materials.
	15. Tom Yancy Perry Martin	15. To develop a survey kit for task-oriented educational programs utilizing commercially available materials for children as well as teachers along with a film outlining past applications of these theories in all aspects of education for handicapped children.
	16. Margaret Niederer James Meeks Corinne Cloppas	16. To develop a model and packet of materials on daily living skills for elementary visually impaired children in special education classes.
	17. Margaret Niederer Corinne Cloppas	17. To analyze the needs to the visually impaired as they relate to listening skills and create new materials to meet these needs.
	18. Louise Giesecke Margaret Niederer	18. To identify employment possibilities for the deaf and to locate and evaluate potential sources of relevant career awareness and prevocational materials.

Where	Leader	Goals
Illinois Special Education Instructional Materials Center continued - page 4	19. Margaret Niederer Dan Dobbert	19. To develop and produce two 16 m.m. color films to teach how to utilize specific instructional materials with each of four or more specific diagnoses of young children three to five years of age.
	20. Charmaine Young Margaret Niederer	20. To develop an on-the-job kit containing simple, specific tasks and practical activities, plus materials for the developmental areas of learning for young handicapped children.
	21. Tom Meredith Perry Martin	21. To hold a workshop to fit the needs of practitioness in the area of orthopedically handicapped children.

Where	Leader	Goals
Midwest Regional Media Center for the Deaf University of Nebraska Lincoln, Nebraska 68508 (402) 472-3171		1. To search for materials which have proven to be successful in teaching deaf students the language system currently known as "Total Communication". 2. To adapt existing materials so that they may be modified as child use materials. 3. To produce needed materials which are not now available. 4. To determine the effectiveness of existing materials adapted materials, and produced materials in the education of the deaf learner. 5. To focus in on the media needs of both college educators and supervising teachers that might be served effectively via mediated kits designed by the MRMCD. 6. To design, produce, and provide educational media kits to meet the specific media needs for a) college educators preparing teachers in education of the deaf and b) supervisory teachers in school programs for the deaf. 7. To draw upon existing resources to help meet the media needs of educational programs for the hearing impaired, and to prevent duplication of materials. 8. To design, develop, and package "mediated kits" that will meet the identified media needs of college educators preparing teachers of the deaf and supervising teachers of the deaf. 9. To develop and implement the procedures for loaning media-training materials to the target population.

Where	Leader	Goals
Midwest Regional Media Center for the Deaf continued - page 2		10. To search, identify and disseminate information (upon request) about available media-training programs and resources.
		11. To provide pertinent and quick responses to questions about media design and utilization with the deaf.
		12. To identify and classify those materials developed in this proposal for the hearing impaired child and other handicaps.
		13. To conduct evaluative studies on MRMCD-produced learning materials to assess their effectiveness and recommended usage with the hearing-impaired child.
		14. To insure a data base entry consistent with the Network-determined format for proper inclusion of materials into the national imformation system.
		15. To insure that the media program of the MRMCD is meeting the objectives of the respective state educational plans for the deaf.
		16. To provide, free of charge, MRMCD staff for media consultant services to educators of the deaf in our region.
		17. To provide basic media design skills and techniques to teachers in their own schools so they may participate in developing their own instructional media.

Where	Leader	Goals
The National Center on Educational Media and Materials for the Handicapped Ohio State University 220 West Twelfth Ave. Columbus, Ohio 43210 (614) 422-7596		1. To evolve operational standards for the review of proposed media development and field testing. 2. To operate the OPA clearance review process. 3. To operate a review of prototype materials. 4. To update the Producer's Guide as required by changes in law, regulations, and standards. 5. To supply information on commercial and non-commercial producers. 6. To assist BEH sponsored projects and programs with technical aspects of production and product development. 7. To assist projects and programs with copyright, patent, and release processes. 8. To develop manual retrieval systems for locating specific instruction for an objective in available commercial materials. 9. To provide selected media to the IMC/RMC Network. 10. To produce field tested media for the handicapped which has been classified by a Selection Panel as thin-market material, i.e., not commercially viable. 11. To provide liaison between commercial marketing field and the NCEMMH. 12. To move training materials related to high priority instructional materials into distribution system.

Where	Leader	Goals
The National Center on Educational Media and Materials for the Handicapped continued - page 2		13. To maintain a depository of all network produced materials.
		14. To inform trainers and projects about needed competencies.
		15. To complete development of self-contained multi-media teacher training.
		16. To develop a demonstration of training packages.
		17. To engage in long-range planning activities.
		18. To develop design-guidance parameters for producers.
		19. To coordinate the development of a comprehensive information/delivery system design.
		20. To inform target groups about the NCEMMH activities.
		21. To receive advice and policy.
		22. To service governmental relationships.
		23. To structure task forces.
		24. To report activities.
		25. To plan future activities.
		26. To assess NCEMMH program effects.
		27. To provide programmatic reports.
		28. To coordinate the development of information strategies to provide management information needs.

Where	Leader	Goals
The National Center on Educational Media and Materials for the Handicapped continued - page 3		29. To coordinate the development of strategies for assessing the impact of Center programs. 30. To interface with the IMC Network management information system (MIS). 31. Implement planning procedures across Center program areas. 32. To coordinate program monitoring activities. 33. To process evaluation. 34. To assist program area with evaluation tasks.

Where	Leader	Goals
Northwest and Regional Special Education Instructional Materials Center Clinical Services Building University of Oregon Eugene, Oregon 97403 (503) 686-3585	1. Glen Latham, Evaluation Specialist	1. To locate instructional materials as identified by Regional Resource Centers, state departments of education, the NCEMMH and other agencies within the service region.
	2. " "	2. To locate and subsequently modify and/or develop and field test culturally relevant thin-market materials for the NWSEIMC service region.
	3. Larry Carlson, Materials Specialist-Teacher Training Materials	3. To develop a prioritized list of teacher competencies in the area of media and materials usage.
	4. " "	4. To develop and forward to selected colleges and universities a list of training needs of ASEIMC staff members.
	5. " "	5. To develop a syllabus and workshop manual including competency-based media and materials skills for use in pre- and in-service training.
	6. " "	6. To develop an annotated list of programs and materials available within the NWSEIMC Service Region relating to media and materials.
	7. Dwight Fairbanks, Media Coordinator	7. To develop, field test and disseminate Total Information Package #5 on teacher-made materials.
	8. Marlie Moses, Library Coordinator	8. To acquire, classify and loan media training materials for teachers of the handicapped.
	9. Julie Martineau, Materials Specialist, Child-Use Materials	9. To prepare and circulate traveling packages of child-use materials for upgrading teachers' competencies.
	10. Larry Carlson	10. To develop a competency-keyed index of multi-media materials for training teachers of the handicapped.

Where	Leader	Goals
Northwest and Regional Special Education Instructional Materials Center continued - page 2	11. Larry Carlson	11. To disseminate upon request information on materials for training teachers in media and materials for the handicapped.
	12. " "	12. To loan to other regional SEIMC/RMC upon request teacher training materials in the NWESIMC collection.
	13. Julie Martineau	13. To identify, acquire, classify, evaluate, describe and loan child-use materials to unserved teachers and others working with the handicapped.
	14. " "	14. To assist teachers and others in selecting materials via various search and retrieval systems.
	15. Bill Pellant, Coordinator of Regional Network Development	15. To provide upon request Computer Based Resource Units.
	16. Marlie Moses	16. To maintain and share upon request with ASEIMC's a source file of materials.
	17. Bill Pellant	17. To establish new ASEIMC's in unserved areas of Oregon, Alaska, and the Trust Territory of the Pacific.
	18. Julie Martineau	18. To conduct workshops on the selection,utilization and evaluation of materials.
	19. Glen Latham	19. To assist ASEIMC's in the evaluation of the effectiveness of their in-service training.
	20. Julie Martineau	20. To circulate Current Awareness Packages to ASEIMC's.
	21. Regina O'Neil	21. To disseminate a bi-monthly newsletter describing materials through state departments and ASEIMC's.

Where	Leader	Goals
Northwest and Regional Special Education Instructional Materials Center continued - page 3	22. Regina O'Neil	22. To disseminate a monthly Newspack to ASEIMCs.
	23. " "	23. To disseminate to teachers and others working with the handicapped, brochures, flyers and registration cards.
	24. Bill Pellant	24. To prepare and disseminate a directory of ASEIMC's
	25. " "	25. To develop and disseminate displays and multi-media presentations describing materials services.
	26. " "	26. To purchase and disseminate Videograms (from USC-IMCSE) to selected ASEIMC's.
	27. " "	27. To provide training to ASEIMC staff members on media, materials, and educational technology.

Where	Leader	Goals
Rocky Mountain Regional Special Education Instructional Materials Center University of Northern Colorado Greeley, Colorado 80631 (303) 351-2681		1. To add 100 instructional programs to the anthology of Instructional Materials developed during FY 1972 and FY 1973. 2. To develop a collection of compressed speech tapes for the visually handicapped with emphasis during the first year on the social science content areas. 3. To identify, collect, classify and loan needed, as indicated by client requests, media training materials to clients within the region. 4. During the second year of this project, to produce three additional mediated teacher's guide for selected instructional materials designed to teach arithmetic skills to the educable retarded students. 5. To expand, process, maintain, and lend its instructional media and materials to support the development of associate centers within the region. 6. To provide individualized services which relate directly to the priority requests of the states and their affiliated centers based upon negotiations completed with each of the directors of special education and/or their direct representatives.

Where	Leader	Goals
Southwest Regional Media Center for the Deaf College of Education New Mexico State University Box 3AA Las Cruces, New Mexico 88003 (505) 646-1017		1. To conduct a search for child-use materials. Priority areas for the search shall be auditory training, language and vocabulary development, career education, basic mathmatics concepts and total communication. 2. To modify or adapt avialable, effective, validated instructional materials so they can be used by hearing impaired students. 3. To develop plans and procedures for field testing materials for the hearing impaired. 4. To field test available child-use materials with hearing impaired children. 5. To cooperate in identifying field test guidelines with NCEMMH. 6. To conduct a search for educational technology related training materials for use by teachers, para-professionals, parents, training institutions and intra-state agencies. Priority areas for the search shall be utilization, selection, evaluation, production of materials, operation of equipment and integration of media in planning instructions. 7. To pilot test training packages developed during FY 1973. 8. To design and develop a package demonstrating the operation and maintenance of group amplification equipment, individual audio trainers, personal hearing aids and auditory training equipment which will help provide both deaf and hearing teachers of the hearing impaired aid in maximizing auditory input to their students.

Where	Leader	Goals
Southwest Regional Media Center for the Deaf continued - page 2		9. To field test media and educational technology training materials designed for instructors of the hearing impaired. 10. To participate in the Network Information System Task Force Subcommittee on evaluation. 11. To coordinate with regional IMC's in response to state requests for RMC services related to special media and materials within limitations of budget and workscope elements. 12. To continue the advisory council for administrative consultation. 13. To conduct long-range planning for program development consistent with BEH objectives. 14. To perform overall project monitoring, appraisal and reporting including submission of necessary reports (includes development of measurable strategy objectives, task analysis and charting as well as development of specific evaluative procedures). 15. To provide the staff with the opportunity to acquire new skills and update old skills relevant to effective and efficient Center operation.

Where	Leader	Goals
Special Education Instructional Materials Center University of Wisconsin 2605 Marsh Lane Madison, Wisconsin 53706 (608) 263-5860		1. Instructional materials for the severely retarded will be identified, classified and filed. On request, special educators can be referred to sources of such materials. 2. Evaluation information on the above materials will be sought, and where available, included with the file information on the product for report to the special educator. 3. SEIMC/UW special educators will receive information or be referred to information on instructional resources for children with auditory learning and visual learning problems through the auspices of a consortium with which SEIMC/UW is associated. 4. Possibly, a national center on instructional resources for the retarded will be available to special educators generally. SEIMC/UW will explore the parameters of the problem and its capacity to take leadership. 5. A pool of media-training material, or reference to the same will be available to SEIMC/UW special educators as a result of our attempt to locate such material in preparation for discerning the needs for new products in this field. 6. From three to ten media-training products will be available for special educators. These will be developed over the coming year and have their prototypes in similar materials developed in FY 1973 to accompany a course for special educators on the Design and Assessment of Instructional Materials.

Where	Leader	Goals
Special Education Instructional Materials Center continued - page 2		7. Instructional materials for handicapped children, generally, will be located, classified, and made available for reference to special educators. In addition, the extant collection of such materials will be maintained and kept available for client use. 8. Evaluation, essentially formative and/or classificatory, will continue to be preformed on in-processed instructional materials. These data are and will continue to be available to special educators on request. 9. Search/retrieval services will continue to be available to special educators in all areas of extant SEIMC/UW collection of materials and/or in research areas via CEC/ERIC. 10. Standardized and evaluated procedures for evaluation will be part of an evaluation manual produced by the Network Evaluation Committee chaired by Dr. Armstrong, SEIMC/UW. Though this is not a direct service to a primary client, it is clearly a step that is required before uniform, quality evaluation data can be made available nationally through the Network. 11. Members of the SEIMC/UW staff will participate in the production of National information systems for the Network in the coming year. Adoption of a recommended procedures manual would be a clear benefit to primary Network clients through increasing coverage and lowering unit cost of information bits used in referral, search, information exchanges, and so on.

Where	Leader	Goals
Special Education Instructional Materials Center continued - page 3		12. The extant collection of teacher and child-use materials will be maintained through replacement acquisitions. 13. The above collection will be continuously available for use by child- or teacher-client. This entails the need to in-process materials, ship materials, check in returns, repair materials, maintain a usage record, and account for fines or replacement charges. 14. Members of the SEIMC/UW staff will participate in the planning and development of a National system (uniform or compatible between Network units). The effect on the target client, though indirect, is most important. Uniform national procedures for doing all the tasks described in 12 and 13, above, will not only avoid duplication of efforts, but increase the choice and accessibility of instructional materials to all special educators. 15. SEIMC/UW staff will participate in state planning in Wisconsin to the end of developing increased levels of child and teacher service through local ASEIMCs. 16. A field study will be done to demonstrate the effect on the learner of ASEIMCs. Three Wisconsin communities (no ASEIMC, new ASEIMC and established ASEIMC) will be contrasted via yearly gain scores of special classes selected at random in these areas. 17. Publication of the Wisconsin Delivery system as an exemplary system.

Where	Leader	Goals
Special Education Instructional Materials Center continued - page 4		18. Maintenance of mail lists of special educators and allied personnel (computer based) and the use of the same for addressing periodic and aperiodic publications on behalf of the state departments in Wisconsin and Minnesota. 19. The long term loan of instructional materials for the severely handicapped (presently known or identified through Work Area I efforts) to ASEIMCs in Wisconsin and/or assistance in the establishment of a computer-based system of periodic assessment and remedial suggestions for reading problems. 20. The long term loan of materials for off-campus University of Minnesota classes for special educators (University of Minnesota SEIMC). Also, the long term loan of materials required to construct in-service training kits of new special education materials for use by area consultants with educators in the six state areas.

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IDENTIFICATION INFORMATION

A

I. National Identification Number ______ (1)*

Title: ______________________________ (2)

Series Title: ______________ (3-4) Series Number: ______________ (4)

Author(s): ______________ (5) Publication/Copyright Date: ______________ (6)

National Source: ______________________________ (10)

Address: ______________________________ (10)

Price: ______________ (9) Catalog Date: ______________ (9)

CEC ERIC Descriptors (use thesarus) ______________ (~~8~~) 12

PLEASE USE DESCRIPTORS TO COMPLETE THIS FORM   Local source (11)

II. Classification

Educational Information

Primary Mode-input ______________ Secondary ______________

Method of Output ______________________________

Area of Focus: ______________________________

Pre-requisite Skills ______________________________
(at least one descriptor from each of group A & group B)

13+15

Descriptive Comments ______________________________ (12 &14)
____

Use: Instructional Level ______________ Minimum CA ______________

Interest Level ______________ Minimum MA ______________

Audio Presentation Method ______________ Child-use ____ Teacher-directed ____

Materials Use Instructions: Teacher's Manual yes ____ no ____

Objectives Presented ______________________________

___Cognitive ______________________________
___Phychomoter ______________________________
___Affective ______________________________

Follow-up Activities:
Teacher directed required ____ suggested ____ none ____
Child-use required ____ suggested ____ none ____

Lessons (check one) singular ____ multiple ____ sequential ____

Approximate time per lesson ______________ Total number of lessons ______________

Setting(s) individual ____ small group ____ large group ____

Special Features of Materials ______________________________ (~~12~~) 14
____

USE DESCRIPTORS!!

Equipment Information

Equipment needed ______________________________ (8)

Audio format (cassette, records, etc.) ______________________________

How many of each? ______________________________

Time per cassette, record, etc. ______________________________

Special features of equipment ______________________________

*Numbers indicate parallel item on NIMIS Master Record form

Classified by ______________________________

CLASSIFICATION DESCRIPTORS

JM 412

1) PRIMARY MODE - INPUT
   - Auditory (presumably this will be it)
   - Visual

2) SECONDARY MODE - INPUT
   - Auditory
   - Visual
   - Tactile
   - Kinesthetic

3) METHOD OF OUTPUT
   - Verbal communication
     - -one word
     - -phrases
     - -paragraph or story format
   - Manual expression
     - -pencil & paper
     - -manipulative materials
   - Tactile
   - Kinesthetic
     - -dramatic play
     - -other bodily movement response

4) PREREQUISITE LEARNER SKILLS

   Group A
   - Expressive language
     - -one word
     - -phrases
     - -paragraph
   - Manual abilities
     - -pencil & paper
     - -ability to turn pages
     - -ability to point
   - Gross motor skills
     - -ability to move about room (mobility)
     - -muscular strength
   - Visual acuity
   - Visual perceptual skills
   - Knowledge of equipment utilized

   Group B
   - Abstract reasoning
   - Sequencing
   - Logical thinking
   - Auditory memory
   - Math
     - -readiness
     - -simple facts (addition & subtraction)
     - -advanced addition and subtraction
     - -multiplication
     - -division
     - -algebra
     - -trigonometry
   - Alphabetizing
   - Library skills
   - Reading skills
     - -reading readiness
     - -primary A (grade 1)
     - -primary B (grades 2 & 3)
     - -elementary (grades 4-6)
     - -higher level (grade 6 & up)

5) AREA OF FOCUS
   - Gross Motor (basic skill)
   - Fine Motor (basic skill)
   - Listening (basic skill)
   - Auditory Discrimination (basic skill)
   - Auditory Perception (basic skill)
   - Self-care skills (basic skill)
   - Mathematics (cognition)
   - Reading (cognition)
   - Communication skills (cognition)
   - Literature (cognition)
   - Music (cognition)
   - Vocational Education (cognition)
   - Safety Education (cognition)
   - Science (cognition)
   - Social Studies (cognition)
   - Career Education (cognition)

6) INSTRUCTIONAL LEVEL
   - Pre-school
   - Primary (grades 1-3)
   - Intermediate (grades 4-6)
   - Advanced (grades 6-12)

7) INTEREST LEVEL
   - Pre-school
   - Elementary
   - Adolescent
   - Combination of 2 (indicate)

8) PRESENTATION METHOD
   - Conversation
   - Dramatization
   - Direct Information
   - Storytelling
   - Simulation
   - Drill
   - Interview
   - Other

9) EQUIPMENT NEEDED
   - Reel-to-reel tape recorder
   - Cassette recorder
   - Audio tape
   - Tape cassettes
   - Phonographs
   - Paper/Pencil
   - Braille writing device
   - Manipulative material
   - Filmstrip projector
   - Opaque projector
   - Earphones
   - Extension cord
   - Other

10) RECORDS FORMAT ALTERNATIVE
   - Monaural or Stereo phonograph record
   - Record speed: 78,45,33-1/3 or 16 r.p.m.
   - Record size: 12", other

ERIC REPORT RESUME

ERIC ACC. NO.

CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
		64	

IS DOCUMENT COPYRIGHTED? YES ☑ NO ☐

ERIC REPRODUCTION RELEASE? YES ☐ NO ☒

LEVEL OF AVAILABILITY I ☐ II ☐ III ☒

AUTHOR
Parker, Don

TITLE
SRA READING LABORATORY IIIA.

C

SOURCE CODE

INSTITUTION (SOURCE)

SP. AG. CODE

SPONSORING AGENCY

EDRS PRICE
0

CONTRACT NO.

GRANT NO.

REPORT NO.

BUREAU NO.

AVAILABILITY Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 ($79.34).

JOURNAL CITATION

DESCRIPTIVE NOTE

DESCRIPTORS
LANGUAGE ARTS; READING; PRIMARY GRADES; GRADE 3; GRADE 3(1); GRADE 3(2); INTERMEDIATE GRADES; GRADE 4; GRADE 5; GRADE 6; JUNIOR HIGH SCHOOL; GRADE 7; GRADE 8; GRADE 9; SENIOR HIGH SCHOOL; GRADE 10; GRADE 11; SELF CHECKING MATERIALS; COLOR KEYED MATERIALS; WORD STUDY SKILLS; READING COMPREHENSION; SUPPLEMENTARY READING; DEVELOPMENTAL READING;

IDENTIFIERS

ABSTRACT

SRA Reading Laboratory IIIa contains materials color-coded for reading levels 3.0, 3.5, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, and 11.0. These boxed materials include Power Builders with Answer Keys and Rate Builders for each teaching level, 20 Rate Builder Key Booklets, one Teacher's Handbook with Listening Builder Selections, one Student Record Book, and colored pencils for students to chart their progress. The publishers state that Power Builders are durable, four-page reading selections that help students develop vocabulary, comprehension, and word attack skills. From 12 to 20 selections are provided at each reading level. Subject matter includes biography, social studies, natural science, adventure, and everyday life. Power Builders also include comprehension checks and exercises for developing vocabulary and skill in phonetic and structural analysis of words. The publishers also state that Listening Skill Builders are included in the Teacher's Handbook to develop pupils' ability to understand and retain what they hear. The teacher reads listening selections, and students answer comprehension questions in their record books. Rate Builder cards are presented to develop speed and concentration. Each card includes a short reading selection followed by comprehension questions to be answered in the Student Record Book. The teacher limits reading and answering time to 3 minutes. Students check their responses with the Rate Builder Key Booklet. (VR)

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CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
		66	

IS DOCUMENT COPYRIGHTED? YES ☒ NO ☐

ERIC REPRODUCTION RELEASE? YES ☐ NO ☒

LEVEL OF AVAILABILITY I ☐ II ☐ III ☒

AUTHOR

TITLE

DISCOVERING OPPOSITES.

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D

SOURCE CODE

INSTITUTION (SOURCE)

SP. AG. CODE

SPONSORING AGENCY

EDRS PRICE 0

CONTRACT NO.

GRANT NO.

REPORT NO.

BUREAU NO.

AVAILABILITY Instructo Products Company, 6135 North 55th Street, Philadelphia, Pennsylvania 19131 ($3.95).

JOURNAL CITATION

DESCRIPTIVE NOTE

DESCRIPTORS

READINESS LEVEL; PRIMARY GRADES; LANGUAGE DEVELOPMENT; VISUAL DISCRIMINATION; CONCEPT FORMATION; CARDS; INSTRUCTIONAL KITS

IDENTIFIERS

ABSTRACT

Discovering Opposites is a boxed set of materials designed to provide opportunities to develop the ability to recognize, discriminate, and classify opposite concepts. The publishers state that the kit promotes learning associated with language and social development and reading readiness skills as pupils work together using the activity kit and sharing the product of their work with their classmates. The materials may also be used for individual instruction. The kit contains eight 8 1/2- by 11-inch opposite concept cards (in/out, up/down, big/little, and under/over; hot/cold, happy/sad, on/off, and dirty/clean); six full color picture cards for each of the eight opposite concept cards, or a total of 48 picture cards; opposite word cards to provide reading vocabulary reinforcement; and a teacher's information sheet. The full color key pictures at the top of each 8 1/2 by 11 base card illustrate an opposite concept, and pupils complete the card by identifying and matching six additional illustrations of the same opposite concept and placing them on the base card. These additional picutre cards are coded by the following shapes to help the pupil relate them to the appropriate base card: parallelogram, oval, rectangle, trapezoid, square, hexagon, triangle, and circle. The use of the opposite word cards is optional according to grade level. The 9- by 11 3/4-inch storage kit is plastic. (VR)

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ERIC REPRODUCTION RELEASE? YES ☐ NO ☒

LEVEL OF AVAILABILITY I ☐ II ☐ III ☒

AUTHOR

TITLE
WOLLENSAK 1500 SS TAPE RECORDER.

SOURCE CODE | INSTITUTION (SOURCE)

SP. AG. CODE | SPONSORING AGENCY

EDRS PRICE
0

CONTRACT NO.

GRANT NO.

REPORT NO.

BUREAU NO.

AVAILABILITY Revere-Mincom Division, 3M Company, 1750 Pennsylvania Avenue, Washington, D. C. 20006 ($184.95).

JOURNAL CITATION

DESCRIPTIVE NOTE

DESCRIPTORS
EQUIPMENT; TAPE RECORDINGS; AUDITORY PERCEPTION; LISTENING SKILLS

IDENTIFIERS

ABSTRACT
The Wollensak 1500 SS Tape Recorder is used as audiovisual equipment with pre-recorded and self-made tapes for any curriculum areas such as language development, speech correction, reading instruction, and mathematics. It is a two-track, monophonic solid state tape recorder, 6 1/2 inches by 10 1/4 inches by 11 3/4 inches, weighing 18 1/2 pounds. Recording and playing speeds are at 3 3/4 and 7 1/4 I. P. S.; the keyboard has "stop," "play," and "record" buttons; a fast foward and rewind switch is provided. The recorder contains provisions for monitory and public address use. A microphone and patch cord are included as standard equipment. Two of these recording units can be patched together for duplicating tapes. (LS)

F

NIMIS Master Record

Field 1 - Unique national system identification symbol to be assigned by a national authority.

Field 2 - Title, (including sub-title and/or alternative forms, such as inversions, acronyms), Edition data.

Field 3 - Aggregate, whole from which material is taken, to identify a portion of a material.

Field 4 - Series, title and number.

Field 5 - Author(s), last name, first name, up to two authors, if more than two list as "and others."

Field 6 - Publication date, Copyright date.

Field 7 - Form designation, physical description, piece-page count, time, from authority list category and alternate forms designation.

Field 8 - Equipment, material required (borrower must know what is needed to use material).

Field 9 - Catalog price and catelog date.

Field 10 - National source of supply includes address, OR delivery system entry code OR not available.

Field 11 - Descriptors from TSIMDSE authority lists.

Field 12 - Abstract/description, not to include information found in previous fields.

Field 13 - Instructions for use of material.

Field 14 - Comment field (cautionary) not to include evaluative data.

Field 15 - Photograph(s)

Field 16 - Reported evaluation data and currency data as available.

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward

515—353-7836

G

The following pages comprise the second draft copy of possible descriptors for use with the NIMIS Master Record, as developed by the CEC-ERIC Information Center.

The numbers following each descriptor refer to general categorical headings found in the Instructional Materials Thesaurus for Special Education (April, 1973).

1. Exceptionalities and Dysfunctions
2. Special Health Problems and Diseases
3. Human Development
4. Environmental Influences
5. Groups and Organizations
6. Learning
7. Cognitive Processes
8. Behavioral Terms
9. Tests and Evaluation
10. Prevention, Remediation and Therapy
11. Sensorimotor Skills
12. Skills
13. Curricular Terms
14. Instructional Approaches to Teaching Methods
15. Instructional Materials
16. Equipment
17. Form or Format-Non Print
18. Form or Format-Print
19. Educational Levels
20. Educational Programs
21. Facilities
22. Administrative Terms
23. Personnel
24. Professional Subjects and Research Terms
25. Employment

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```
1   ABACUS                                                    13
1   ABBREVIATIONS                                             13
3   *ABILITY TESTS
2       USE $PERFORMANCE $TESTS.
1   ABSTRACT REASONING                                        07
2       THE ART OF ARRIVING AT CONCLUSIONS THROUGH
4       THE USE OF SYMBOLS OR GENERALIZATIONS
4       RATHER THAN CONCRETE FACTUAL INFORMATION.
3   *ACCIDENT PREVENTION
2       USE $SAFETY $EDUCATION.
1   ACHIEVEMENT TESTS                                         09
1   ACTIVITY BOOKS                                            15
2       TEACHER MATERIALS CONTAINING SUGGESTED CLASSROOM
4       ACTIVITIES.
4       SEE ALSO $CLASS $ACTIVITIES.
1   ADAPTIVE DEVICES
1   ADDITION                                                  13
3   *ADULT EDUCATION
2       USE $BASIC $ADULT $EDUCATION.
1   ADVENTURE STORIES                                         15 16
3   *AFFECTION
2       USE $EMOTIONAL $ADJUSTMENT.
3   *AGGRESSION
2       INCLUDES ACTING OUT BEHAVIOR. USE $EMOTIONAL $ADJUSTMENT.
1   AGRICULTURE                                               13
1   ALCOHOLISM                                                02 13
3   *ALEXIA
2       USE $APHASIA.
1   ALGEBRA                                                   13
1   ALPHABETIZING SKILLS                                      12
1   ALPHABETS                                                 13 15 17
2       SEE ALSO $INITIAL $TEACHING $ALPHABET.
1   AMERICAN HISTORY                                          13
1   ANATOMY                                                   13
2       SEE ALSO $PHYSIOLOGY.
1   ANIMAL STORIES                                            15 16
1   ANIMALS                                                   13
1   ANTHOLOGIES                                               16
2       INCLUDES COLLECTIONS OF READINGS. SEE
4       ALSO $LITERATURE, $ADVENTURE $STORIES, $MYSTERY
4       $STORIES, AND $POETRY.
1   ANTONYMS                                                  13
3   *ANXIETY
2       USE $EMOTIONAL $ADJUSTMENT.
1   APERTURE CARDS                                            15 17
2       CARDS WITH OPENINGS DESIGNED FOR MOUNTING OF
4       MICROREPRODUCTION ON FILM. SEE ALSO $MICROFORMS.
1   APHASIA                                                   01 02
2       INABILITY TO COMPREHEND OR PRODUCE WORDS
4       DUE TO BRAIN DAMAGE.
4       SEE ALSO $LANGUAGE $HANDICAPS.
1   APPLICATION FORMS                                         13 15 25
1   APTITUDE TESTS                                            09
2       SEE ALSO $INTEREST $SCALES AND $VOCATIONAL $APTITUDE.
3   *ARITHMETIC
2       USE $MATHEMATICS.
1   ART                                                       13
        SEE ALSO $ART $MATERIALS AND $PRINTS, $CRAFTS,
4       $FREEHAND $DRAWING, $GRAPHIC $ARTS,
4       $PAINTING, $PHOTOGRAPHY,
4       AND $SCULPTURE.
1   ART PRINTS                                                15
1   ART THERAPY                                               10 14
1   ARTICULATION                                              12
3   *ASSESSMENT
```

```
2       USE $EVALUATION, $MEDICAL $EVALUATION, OR $PERSONALITY
2       ASSESSMENT.
3   *ASSISTIVE AND ADAPTIVE DEVICES
2       USE ADAPTIVE DEVICES.
1   ASSOCIATION                                               07
1   ASSOCIATION TESTS                                         09
1   ASTRONOMY                                                 13
1   ATTENTION SPAN                                            06 11
1   ATTITUDE TESTS                                            09
1   ATTITUDES                                                 04 08
2       SEE ALSO $DISCRIMINATORY, $EMPLOYER,
2       $PUBLIC, $RACIAL, AND $STUDENT $ATTITUDES.
1   AUDIO EQUIPMENT                                           15
2       SEE ALSO $AUDIOVISUAL AND $HEARING $AIDS, $LOOP
4       $INDUCTION $SYSTEMS, $PHONOGRAPHS, AND $TAPE $RECORDERS.
1   AUDIOTAPES $CLASS $ACTIVITIES.                            15 17
1   AUDIOTAPE FLASHCARDS                                      15 17
2       A CARD TO WHICH A SEGMENT OF MAGNETIC TAPE IS
4       AFFIXED AND WHICH INCLUDES SPACE FOR PRINTED OR
4       BRAILLE MESSAGES OR PICTURES.
1   AUDIOVISUAL AIDS                                          15
2       SEE ALSO $AUDIOTAPE $FLASHCARDS, $CAPTIONED $FILMS,
4       $CAPTIONED $FILMSTRIPS, $CARTOONS, $CHARTS, $GRAPHS,
4       $INSTRUCTIONAL $MATERIALS, $KINESCOPE $RECORDINGS, $KITS,
4       $LANGUAGE $LABORATORIES, $MAPS, $PHONOGRAPH $RECORDS,
4       $PHONOGRAPHS, $PROJECTION $EQUIPMENT, $PROTOCOL
4       $MATERIALS, $REALIA, $SLIDES, $STENCILS, $TACHISTOSCOPES,
4       $TALKING $BOOKS, $TAPE $RECORDERS, $TRANSPARENCIES,
2       $VIDEO $TAPES AND $FILM TERMS.
1   AUDITORY ACUITY                                           03
1   AUDITORY ATTENTION SPAN
1   AUDITORY CLOSURE                                          11
1   AUDITORY DISCRIMINATION                                   11
1   AUDITORY FIGURE GROUND DISCRIMINATION                     11
1   AUDITORY IMAGERY                                          07 11
1   AUDITORY MEMORY                                           11
1   AUDITORY MOTOR INTEGRATION
1   AUDITORY PERCEPTION                                       11
2       AWARENESS OF THE ELEMENTS OF THE ENVIRONMENT THROUGH
2       AUDITORY SENSATION.
1   AUDITORY SEQUENCING                                       07 11
2       ABILITY TO IDENTIFY AND ORGANIZE AURAL
4       STIMULI IN A TEMPORAL ORDER.
4       SEE ALSO $AUDITORY $IMAGERY AND $SERIAL $ORDERING.
1   AUDITORY STIMULI                                          06
2       INSTRUCTION WHICH UTILIZES THE LEARNER'S SENSE OF HEARING
2       AS THE PRIMARY SENSORY STIMULUS MODE.
1   AUDITORY TESTS                                            09
2       INCLUDES AUDIOMETRIC TESTS.
1   AUDITORY TRAINING                                         10 11 14
1   AUDITORY VISUAL INTEGRATION                               07 11
3   *AURAL LEARNING
2   USE $AUDITORY $LEARNING.
1   AUTOBIOGRAPHIES                                           15 16
1   AUTOINSTRUCTIONAL DEVICES                                 15 16
1   BALANCE                                                   11
2       SEE ALSO $KINESTHETIC $PERCEPTION AND $PERCEPTUAL $MOTOR
4       $LEARNING.
3   *BASAL READING SERIES
2       USE $DEVELOPMENTAL $READING.
1   BASE NUMBERING SYSTEMS                                    13
1   BASIC ADULT EDUCATION                                     19 20
2       INCLUDES $CONTINUING $EDUCATION AND $ADULT $EDUCATION.
1   BEHAVIOR RATING SCALES                                    08 09
2       SEE ALSO $RATING $SCALES.
1   BEHAVIORAL OBJECTIVES                                     08
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2 OBJECTIVES INDICATING DESIRED CHANGES
4 IN BEHAVIOR RESULTING FROM LEARNING.
4 SEE ALSO $EDUCATIONAL $OBJECTIVES.
1 BIBLIOGRAPHIES 18
1 BIBLIOTHERAPY 18 19
2 USE OF READING TO PROMOTE MENTAL HEALTH.
1 BILINGUAL EDUCATION 20
2 ENCOURAGEMENT OF BILINGUALISM THROUGH THE
4 TEACHING OF REGULAR SCHOOL COURSES IN BOTH
4 THE NATIONAL LANGUAGE AND A SECOND
4 LANGUAGE.
1 BIOGRAPHIES 15 18
1 BIOLOGY 13
2 SEE ALSO $ANATOMY, $BOTANY, $ENVIRONMENTAL $EDUCATION,
4 AND $INSECTS.
1 BLACK HISTORY 13
1 BLACKS 00
1 BLENDS 13
2 SEE ALSO $PHONICS.
1 BLIND 01
2 A PERSON WHOSE VISUAL ACUITY IN THE BETTER EYE IS 20/200
4 OR LESS AFTER CORRECTION, OR WHOSE FIELD OF VISION IS
4 RESTRICTED TO AN ANGLE SUBTENDING AN ARC OF 20 DEGREES
4 OR LESS.
4 SEE ALSO $ADVENTITIOUS $BLINDNESS AND
4 $VISUALLY $HANDICAPPED.
3 *BLIND DEAF
2 USE $DEAF $BLIND.
1 BODY IMAGE 11
2 CONCEPTUAL REPRESENTATION OF ONE'S OWN BODY
4 DERIVED FROM INTERNAL AND EXTERNAL
4 SENSATIONS, EMOTIONS, AND FANTASIES RELATED
4 TO ORIENTATION, MOVEMENT, AND BEHAVIOR.
4 SEE ALSO $SELF $CONCEPT.
3 *BOOKS
2 USE $ACTIVITY, $BRAILLE, $CHILDREN'S, OR
4 $COMIC $BOOKS, $CURRICULUM $GUIDES, $DICTIONARIES,
4 $ENCYCLOPEDIAS, $GUIDELINES, $LARGE $TYPE $BOOKS,
4 $MANUALS, $REFERENCE $MATERIALS, $RESOURCE $GUIDES,
4 $STUDY $GUIDES, $TALKING $BOOKS, $TEACHER $EDITIONS,
4 $TEXTBOOKS, $WORKBOOKS, OR $WORKTEXTS.
1 BOTANY 13
3 *BOY SCOUTS
2 USE $SCOUTING.
1 BRAILLE 15 17
1 BRAILLE BOOKS 15 17 18
1 BRAILLE MATERIALS 15 17
1 BRAILLE WRITING DEVICES 16
2 INSTRUMENTS FOR THE PRODUCTION OR EMBOSSING OF BRAILLE
4 DOTS OR RAISED LINE DRAWINGS.
3 *BRAIN DAMAGE
2 USE $MINIMAL $BRAIN $DYSFUNCTION.
1 BUSINESS EDUCATION 13
1 CALENDARS 13 15
2 SEE ALSO $SEASONS, $TIME $PERSPECTIVE, AND $TIME
4 $TELLING.
1 CAMPING 13
1 CANES 16
2 SEE ALSO $MOBILITY $AIDS.
1 CAPITALIZATION 13
2 SEE ALSO $HANDWRITING TERMS AND $SPELLING.
1 CAPTIONED FILMS 15 17
1 CAPTIONED FILMSTRIPS 15 17
3 *CARDIAC
2 USE $HEART $DISEASE.
3 [illegible]

2 USE $NUMBERS.
1 CARDS 15 17
2 SEE ALSO $APERTURE, $FLASH, AND $STORY $CARDS, AND
4 $AUDIOTAPE $FLASHCARDS.
1 CAREER EDUCATION
3 *CAREERS
2 USE $EMPLOYMENT, $JOB, AND $VOCATIONAL TERMS OR
4 $OCCUPATIONS.
1 CARTOONS 15 17 18
3 *CARTRIDGE FILMS
2 USE $FILM $CARTRIDGES.
3 *CASSETTES
2 USE $FILM OR $TAPE $CARTRIDGES,
4 OR $TAPE $CASSETTES.
1 CEREBRAL PALSY 01 02
1 CHARTS 15 17
2 SEE ALSO $EXPERIENCE $CHARTS.
1 CHECKLISTS 09 10
1 CHEMISTRY 13
1 CHILD CARE 04
2 INCLUDES CHILD REARING.
1 CHILD DEVELOPMENT 03
2 DEVELOPMENT OF CHILD FROM AGE 6 TO 21 YEARS.
4 SEE ALSO $IMMATURITY, $MATURATION, AND
4 $COGNITIVE, $EMOTIONAL, $LANGUAGE,
4 $PERCEPTUAL, $PERSONALITY, $PHYSICAL, AND
4 $SOCIAL $DEVELOPMENT.
1 CHILDREN'S BOOKS 15 16
2 SEE ALSO $ADVENTURE $STORIES, $COMIC $BOOKS, $FANTASY,
4 $MYSTERY $STORIES, $NURSERY $RHYMES, AND $SCIENCE
4 $FICTION.
1 CHORAL READING 13
1 CITIZENSHIP 13
2 SEE ALSO $LAW $ENFORCEMENT.
1 CIVIL LIBERTIES 13
2 USE FOR INDIVIDUAL, HUMAN, OR CIVIL
4 RIGHTS.
1 CLASS ACTIVITIES 14
2 SEE ALSO $ACTIVITY $BOOKS.
1 CLASSIFICATION 07 13
2 THE ACT OF ORDERING PHENOMENA INTO GROUPS,
4 FAMILIES, OR SYSTEMS ON THE BASIS OF
4 DESIGNATED CHARACTERISTICS.
1 CLASSROOM OBSERVATION TECHNIQUES 09 14
2 PROCEDURES WHICH USE SYSTEMATIC OBSERVATION
4 TO MEASURE CLASSROOM BEHAVIOR.
3 *CLINICS
2 USE $HEARING, $ITINERANT, $LOW $VISION $AID, OR $MENTAL
4 $HEALTH $CLINICS.
3 *CLOSED CIRCUIT TELEVISION
2 USE $TELEVISED $INSTRUCTION.
1 CLOSURE 07 08 11
2 THE PROCESS OF COMPLETING A BEHAVIOR OR MENTAL ACT.
1 CLOTHING 15
1 CLUTTERING 01
2 A SPEECH DISORDER CHARACTERIZED BY EXCESSIVE RAPIDITY
4 OF SPEECH AND INDISTINCT ENUNCIATION.
1 COGNITIVE DEVELOPMENT 03
1 COGNITIVE MEASUREMENT 09
2 SEE ALSO $INTELLIGENCE AND $PSYCHOLOGICAL $TESTS.
1 COGNITIVE PROCESSES 07
2 PROCESSES OF BECOMING AWARE OF OR
4 OBTAINING KNOWLEDGE OF AN OBJECT. INCLUDES
4 PERCEIVING, RECOGNIZING, CONCEIVING,
4 JUDGING, AND REASONING. SEE ALSO $ABSTRACT $REASONING,
4 [illegible]

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4      ITHINKING.
1   COLOR KEYED MATERIALS                                   10 17
1   COLORS                                                  13 10
1   COMIC BOOKS                                             10 16
1   COMMUNICATION PROBLEMS                                  01
2      NEEDS DEFINITION.
1   COMMUNICATION SKILLS                                    12
2      SEE ALSO ILANGUAGE IABILITY, INONVERBAL ICOMMUNICATION,
4      ISPEECH ISKILLS, AND IVERBAL ICOMMUNICATION.
1   COMMUNITY HELPERS                                       13
1   COMMUNITY ORGANIZATIONS                                 05
1   COMMUNITY RESOURCES                                     04 20
1   COMMUNITY SERVICES                                      04 10
3   *COMPREHENSION
2      USE ILISTENING OR IREADING ICOMPREHENSION.
1   COMPRESSED SPEECH                                       14
2      SEPARATING AND TRANSMITTING VOICE COMMUNICATED WORDS AT
4      ACCELERATED RATES. INCLUDES COMPRESSED
4      FREQUENCY CONTROLLED AND TIME CONTROLLED SPEECH.
1   COMPUTER ASSISTED INSTRUCTION                           14
2      SEE ALSO IPROGRAMMED IINSTRUCTION.
1   CONCEPT FORMATION                                       07
2      DEVELOPMENT OF AWARENESS OF THE SIGNIFICANCE
4      OR MEANING OF AN OBJECT, IDEA, OR SYSTEM.
3   *CONGENITAL DEFECTS.
2      USE IBIRTH IDEFECTS.
1   CONSERVATION (CONCEPT)                                  07 13
2      THE CONCEPT THAT A FACTOR SUCH AS QUANTITY,
4      WEIGHT, OR VOLUME REMAINS CONSTANT DESPITE
4      OTHER RELATED CHANGES.
3   *CONSERVATION EDUCATION
2      USE IENVIRONMENTAL IEDUCATION OR IOUTDOOR
4      IEDUCATION.
1   CONSONANTS                                              13
2      SEE ALSO IFINAL, IINITIAL, AND IMEDIAL ICONSONANTS.
1   CONSUMER EDUCATION                                      13
2      STUDY OF INTELLIGENT AND EFFECTIVE METHODS OF
4      BUYING AND USING GOODS AND SERVICES,
4      COMPETENT MONEY MANAGEMENT, AND RELATIONSHIP
4      OF CONSUMER TO THE ECONOMIC SYSTEM.
1   CONTEXT CLUES                                           13
2      SEE ALSO IREADING ICOMPREHENSION.
1   CONTINENTS                                              15
3   *CONTINGENCY CONTRACTING
2      USE IPERFORMANCE ICONTRACTING.
3   *CONTINUING EDUCATION
2      USE IBASIC IADULT IEDUCATION.
3   *CONTRACEPTION
2      USE ISEX IEDUCATION.
1   CONVERGENT THINKING                                     07
2      THOUGHT PROCESS INVOLVING A SEARCH FOR THE
4      ONE RIGHT, BEST, OR CONVENTIONAL ANSWER TO A
4      PROBLEM.
3   *COORDINATION
2      USE IFINE OR IGROSS IMOTOR ISKILLS.
1   CORE VOCABULARY                                         13
2      THAT NUMBER OF WORDS (USUALLY 100-300 WORDS) WHICH
4      ALLOWS AN INDIVIDUAL TO COMMUNICATE WITHIN HIS
4      ENVIRONMENT. SEE ALSO IPROTECTIVE IVOCABULARY.
1   COUNSELING                                              10
2      SEE ALSO ICRISIS ITHERAPY.
1   COUNTING                                                13
1   COURTS                                                  21
1   CRAFTS                                                  13
1   CREATIVE ACTIVITIES                                     14
1   *CREATIVE WRITING.
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2      USE IWRITING ISKILLS.
1   CREATIVITY                                              03
2      INCLUDES IMAGINATION.
1   CROSSWORD PUZZLES                                       10 18
1   CUED SPEECH                                             14
2      METHOD OF LANGUAGE LEARNING FOR THE DEAF
4      UTILIZING MANUAL CONFIGURATIONS AS A
4      SUPPLEMENT TO LIPREADING.
1   CULTURAL FACTORS                                        04
2      SEE ALSO IETHNIC AND IMINORITY IGROUPS,
4      IRACIAL IFACTORS, AND IRELIGION.
1   CULTURE FREE TESTS                                      09
2      TESTS OF GENERAL ABILITY FROM WHICH HAVE
4      BEEN ELIMINATED ALL ITEMS (INVOLVING
4      LANGUAGE, INFORMATION, OR SKILLS) BASED
4      UPON EXPERIENCES THAT ARE MORE COMMON
4      TO ONE CULTURE THAN TO ANOTHER.
1   CURRICULUM GUIDES                                       10
3   *CURRICULUM MATERIALS
2      USE IINSTRUCTIONAL IMATERIALS.
1   CURSIVE WRITING                                         13
2      SEE ALSO IHANDWRITING.
1   CUSTODIAL MENTALLY HANDICAPPED                          01
2      IIQ 0-25.
1   DAILY LIVING SKILLS                                     12 13
2      FUNCTIONAL ACTIVITIES OF DAILY LIFE, SUCH AS TELLING
4      TIME, MEAL PREPARATION, AND USING PUBLIC TRANSPORTATION.
4      SEE ALSO ISELF ICARE ISKILLS.
1   DANCE                                                   13
1   DEAF                                                    01 03
2      A PERSON WHOSE AUDIOMETRIC ASSESSMENT IN THE BETTER EAR
4      INDICATES A LOSS OF APPROXIMATELY 80 DECIBELS OR MORE.
4      SEE ALSO IAURALLY IHANDICAPPED.
1   DEAF BLIND                                              01
2      SEE ALSO IMULTIPLY IHANDICAPPED.
1   DEAF INTERPRETING                                       14
2      PROCESS OF ACTING AS INTERPRETER TO
4      FACILITATE COMMUNICATIONS BETWEEN DEAF AND
4      HEARING PERSONS.
1   DEATH                                                   02
2      SEE ALSO ISUICIDE.
1   DECIMALS                                                13
3   *DEDUCTIVE METHODS
2      USE ILOGICAL ITHINKING OR ISCIENTIFIC
4      IMETHOD.
1   DELINQUENCY                                             06
2      SEE ALSO IBEHAVIOR AND IDISCIPLINE IPROBLEMS.
1   DEMOGRAPHY                                              24
2      THE STATISTICAL STUDY OF HUMAN POPULATIONS
4      ESPECIALLY WITH REFERENCE TO SIZE, DENSITY,
4      DISTRIBUTION, AND VITAL STATISTICS.
1   DENTAL HEALTH                                           13
1   DESERTS                                                 13
3   *DEVELOPMENTAL PROGRAMS
2      USE ISEQUENTIAL IAPPROACH.
1   DEVELOPMENTAL READING                                   13
2      SEE ALSO IBASAL IREADING ISERIES.
1   DEXTERITY                                               11
1   DIAGNOSTIC TEACHING                                     14
2      USE FOR PRESCRIPTIVE TEACHING.
1   DIAGNOSTIC TESTS                                        09
2      SEE ALSO IPROGNOSTIC ITESTS.
1   DIALECTS                                                01
1   DICTIONARY SKILLS                                       12 15
1   DICTIONARIES                                            15 14
1   [illegible]                                             1[illegible]
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2 TWO LETTERS WHICH WRITTEN TOGETHER REPRESENT A SINGLE
4 SOUND.
1 DIORAMAS 15 17
1 DIPHTHONGS 13
2 TWO VOWELS WHICH TOGETHER REPRESENT ONE SOUND.
3 •DIRECTION FOLLOWING
2 USE $FOLLOWING $DIRECTIONS.
1 DIRECTIONALITY 11
2 SEE ALSO $LATERALITY, $LEFT TO $RIGHT $PROGRESSION, AND
4 $POSITION $WORDS.
1 DISADVANTAGED GROUPS 05
3 •DISCOVERY LEARNING
2 USE $EXPERIENTIAL $METHOD.
1 DISCRIMINATION LEARNING 06
1 DISCRIMINATORY ATTITUDES 04 08
2 USE FOR PREJUDICE.
4 SEE ALSO $RACIAL $ATTITUDES.
3 •DISCUSSION GROUPS
2 USE $GROUP $DISCUSSION.
1 DISEASES 02
2 SEE ALSO $SPECIAL $HEALTH $PROBLEMS,
4 $ALCOHOLISM, $ASTHMA, $DIABETES, $EPILEPSY, $GLAUCOMA,
2 $HEART $DISEASE, $MULTIPLE $SCLEROSIS,
4 $MUSCULAR $DYSTROPHY, $MYASTHENIA $GRAVIS,
4 $PHENYLKETONURIA, $PSYCHOSOMATIC $DISEASES, $RUBELLA, AND
4 $VENEREAL $DISEASES.
1 DIVERGENT THINKING 07
2 CREATIVE, IMAGINATIVE, AND FLEXIBLE THINKING
4 IN WHICH EMPHASIS IS UPON VARIETY,
4 ORIGINALITY, AND ABUNDANCE OF IDEAS OR
4 ANSWERS, RATHER THAN UPON FINDING A SINGLE
4 CORRECT SOLUTION. SEE ALSO $CREATIVITY
4 AND $CONVERGENT $THINKING.
1 DIVISION 13
1 DOMAN DELACATO METHOD 10 14
3 •DOMINANCE
2 USE $LATERALITY.
1 DOWN'S SYNDROME 01
2 USE FOR MONGOLISM.
1 DRAMATICS 13
2 ACTIVITIES IN THE CREATION, PREPARATION, AND
4 PRODUCTION OF PLAYS. SEE ALSO $FINGER $PLAYS, $PUPPETS,
4 AND $ROLE $PLAYING.
1 DRAWING 13
1 DRAWINGS 15 17
2 SEE ALSO $RAISED $LINE $DRAWINGS.
3 •DRESSING
2 USE $SELF $CARE $SKILLS.
1 DRILL 14
2 USE WITH A CURRICULAR OR SKILL AREA TERM.
1 DRIVER EDUCATION 13
1 DRUG EDUCATION 13
1 DUPLICATING MASTERS 15 17 18
2 SEE ALSO $REPRODUCTION $MASTERS, $STENCILS
1 EARLY CHILDHOOD 03
2 AGE RANGE 2 TO 5 YEARS.
4 SEE ALSO $INFANTS AND $INFANT $BEHAVIOR.
1 EARTH SCIENCES 13
2 SEE ALSO $GEOLOGY, $METEOROLOGY, AND $OCEANOGRAPHY
3 •EATING
2 USE $SELF $CARE $SKILLS.
1 ECHOLALIA 01 08
2 INVOLUNTARY AND SENSELESS REPETITION OF WORDS
4 HEARD SPOKEN BY ANOTHER PERSON.
3 •ECOLOGY
1 ECONOMICS 13
2 SEE ALSO $CONSUMER $EDUCATION.
1 EDUCABLE MENTALLY HANDICAPPED 01
2 IQ 50-75.
3 •EDUCATION
2 USE $ADULT, $BUSINESS, $CONSUMER, $DRIVER, $EARLY
2 $CHILDHOOD, $ELEMENTARY, $FAMILY $LIFE, $HEALTH, $OUTDOOR
2 $PARENT, $PHYSICAL, $PREVOCATIONAL, $RELIGIOUS, $RURAL,
2 $SAFETY, $SEX, $TECHNICAL, $URBAN, OR $VOCATIONAL
2 $EDUCATION.
3 •EDUCATIONAL ACCOUNTABILITY
3 •EDUCATIONAL RADIO
2 USE $MASS $MEDIA.
1 EDUCATIONAL TELEVISION 16
2 FOR CLOSED CIRCUIT TV, USE $TELEVISED
4 $INSTRUCTION.
3 •ELECTRICAL STIMULI
2 USE $TACTUAL OR $VIBROTACTUAL $STIMULI.
3 •ELECTRICITY
2 USE $ELECTRONICS.
1 ELECTROMECHANICAL AIDS 16
2 SEE ALSO $MOBILITY AND $SENSORY $AIDS.
1 ELECTRONIC EQUIPMENT 16
1 ELECTRONICS 13
1 EMOTIONAL ADJUSTMENT 03 08
3 •EMOTIONAL BEHAVIOR
2 USE $AFFECTIVE $BEHAVIOR.
1 EMOTIONAL DEVELOPMENT 03 08
1 EMOTIONALLY DISTURBED 01 08
2 SEE ALSO $AGGRESSION, $ANXIETY, $AUTISM,
4 $BEHAVIOR $PROBLEMS, $ECHOLALIA, $FEAR,
2 $HYPERACTIVITY, $PSYCHOSIS, $PSYCHOSOMATIC $DISEASES,
4 $SCHIZOPHRENIA, $SCHOOL $PHOBIA, $SOCIALLY
2 $MALADJUSTED, AND $SUICIDE.
1 EMPLOYMENT OPPORTUNITIES 25
2 SEE ALSO $JOB AND $VOCATIONAL TERMS AND $OCCUPATIONS.
1 ENCYCLOPEDIAS 15 18
1 ENGLISH 13
2 USE TO MEAN $ENGLISH AS A COURSE OF STUDY
4 IN SCHOOL. SEE ALSO $LANGUAGE TERMS AND
4 $LITERATURE.
1 ENGLISH (SECOND LANGUAGE) 13
2 NON $ENGLISH SPEAKING STUDENTS LEARNING
4 $ENGLISH AS A SECOND OR FOREIGN LANGUAGE.
4 SEE ALSO $NON $ENGLISH $SPEAKING.
1 ENRICHMENT 14
2 AN EDUCATIONAL METHOD PROVIDING
4 ADDITIONAL EXPERIENCES FOR NEW LEARNING
4 OPPORTUNITIES. FREQUENTLY USED TO
4 STIMULATE GIFTED STUDENTS.
2 BED WETTING.
1 ENVIRONMENTAL EDUCATION 13
2 STUDY OF ECOLOGICAL BALANCES AND MAN'S INTERRELATIONSHIP
4 WITH AND EFFECT UPON HIS ENVIRONMENT.
1 EQUIPMENT 16
2 SEE ALSO $AUDIO $EQUIPMENT, $AUDIOVISUAL AND
4 $ELECTROMECHA[illegible] $AIDS, $ELECTRONIC $EQUIPMENT,
4 $MOBILITY $AIDS, $PROJECTION $EQUIPMENT, AND $SENSORY
4 $AIDS.
1 EROSION 13
1 ESKIMOS 05
3 •ETHICS
2 USE $MORAL $VALUES.
1 ETHNIC GROUPS 05
2 SEE ALSO $ANGLO $AMERICANS, $BLACKS, $ESKIMOS,

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4       $PUERTO $RICANS, $SPANISH $SPEAKING, $MINORITY
4       $GROUPS, AND $CULTURAL AND $RACIAL TERMS.
1   EVALUATION                                        09
2       SEE ALSO $MEDICAL.
1   EXPERIENCE CHARTS                                 15 17
2       PRINTED OR HANDWRITTEN CHARTS PREPARED AS THE TEACHER AND
4       BASED ON SOME EXPERIENCE IN WHICH CHILDREN PARTICIPATE.
1   EXPERIENTIAL METHOD                               14
2       INCLUDES FIELD TRIPS AND DISCOVERY LEARNING IN WHICH THE
4       STUDENT CONSTRUCTS THE PRINCIPLE FOR HIMSELF BASED UPON
4       HIS OBSERVATIONS AND EXPERIMENTS.
1   EXPERIMENTS                                       13 14
2       SEE ALSO $SCIENCE.
1   EXPRESSIVE LANGUAGE                               13
2       SEE ALSO $RECEPTIVE $LANGUAGE AND $VERBAL $ABILITY.
1   EYE HAND COORDINATION                             11
2       SEE ALSO $PERCEPTUAL $MOTOR $LEARNING AND $VISUAL $MOTOR
4       $INTEGRATION.
3   *FABLES
2       USE $FANTASY.
3   *FAIRY TALES
2       USE $FANTASY.
1   FAMILY LIFE                                       13
2       SEE ALSO $SEX $EDUCATION.
1   FANTASY                                           15 16
2       INCLUDES FABLES, FAIRY TALES, FOLK TALES, AND LEGENDS.
3   *FEAR
2       USE $EMOTIONAL $ADJUSTMENT.
1   FEEDBACK                                          08
3   *FEELINGS
2       USE $EMOTIONAL $ADJUSTMENT.
1   FICTION                                           15 16
2       SEE ALSO $ADVENTURE $STORIES, $MYSTERY $STORIES, AND
4       $SCIENCE $FICTION.
3   *FIELD TRIPS
2       USE $EXPERIENTIAL $METHOD.
1   FIGURE GROUND PERCEPTION                          11 12
2       SEE ALSO $VISUAL $PERCEPTION.
1   FIGURES OF SPEECH                                 13
1   FILM CARTRIDGES                                   15 17
1   FILM LOOPS                                        15 17
3   *FILM PROJECTORS
2       USE $PROJECTION $EQUIPMENT.
1   FILMS 8MM                                         15 17
2       SEE ALSO $CAPTIONED $FILMS.
1   FILMS 16MM                                        15 17
2       SEE ALSO $CAPTIONED $FILMS.
1   FILMS SOUND                                       15 17
1   FILMS SUPER 8MM                                   15 17
1   FILMS 35MM                                        15 17
2       SEE ALSO $CAPTIONED $FILMS.
1   FILMSLIPS                                         15 17
2       MOUNTED FILMSTRIPS.
3   *FILMSTRIP PROJECTORS
2       USE $PROJECTION $EQUIPMENT.
1   FILMSTRIPS                                        15 17
2       SEE ALSO $CAPTIONED $FILMSTRIPS.
1   FINAL CONSONANTS                                  13
2       SEE ALSO $INITIAL AND $MEDIAL $CONSONANTS.
1   FINE ARTS                                         13
2       SEE ALSO $ART, $CREATIVITY, $DANCE, $DRAMATICS, $FREEHAND
4       $DRAWING, $MUSIC, $PAINTING, $PHOTOGRAPHY, AND
4       $SCULPTURE.
1   FINE MOTOR SKILLS                                 11 12
2       SEE ALSO $VISUAL $MOTOR $INTEGRATION.
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    FINGER SPELLING                                   14
2       SPELLING BY FINGER MOVEMENTS, ONE FORM OF MANUAL
4       COMMUNICATION USED BY THE DEAF. SEE ALSO $CUED $SPEECH,
4       $MANUAL AND $NONVERBAL $COMMUNICATION, AND $SIGN
4       $LANGUAGE.
1   FLASH CARDS                                       15 17
2       SEE ALSO $AUDIOTAPE $FLASHCARDS.
3   *FOLK TALES
2       USE $FANTASY.
1   FOLLOWING DIRECTIONS                              13
3   *FOLLOWUP STUDIES
2       USE $CASE OR $LONGITUDINAL $STUDIES.
1   FOREIGN COUNTRIES                                 13
3   *FOREIGN LANGUAGES
1   FOSSILS                                           13
2       USE $SPECIFIC $LANGUAGE.
1   FRACTIONS                                         13
3   *FREQUENCY CONTROLLED SPEECH
2       USE $SPEECH $COMPRESSION.
3   FRUSTRATION
2       USE $EMOTIONAL $ADJUSTMENT.
1   GAMES                                             15 17
2       SEE ALSO $PLAYGROUND $ACTIVITIES, $RECREATION, $SPORTS,
4       AND $TOYS.
1   GEOGRAPHY                                         13
2       SEE ALSO $CONTINENTS, $DESERTS, $ISLANDS, $LAKES,
4       $MOUNTAINS, $OCEANS.
1   GEOLOGY                                           13
2       SEE ALSO $CONTINENTS, $DESERTS, $EROSION, $FOSSILS,
4       $ISLANDS, $LAKES, $MINERALS, $MOUNTAINS, $OCEANS, $ROCKS.
1   GEOMETRY                                          13
1   GETTING THE MAIN IDEA                             13
1   GIFTED                                            01
3   *GIRL SCOUTS
2       USE $SCOUTING.
3   *GLASSES
2       USE $LOW $VISION $AIDS.
1   GLOBES                                            15 17
1   GLOSSARIES                                        15 16
1   GOVERNMENT                                        13
1   GRADE 1                                           19
1   GRADE 2                                           19
1   GRADE 3                                           19
1   GRADE 4                                           19
1   GRADE 5                                           19
1   GRADE 6                                           19
1   GRADE 7                                           19
1   GRADE 8                                           19
1   GRADE 9                                           19
1   GRADE 10                                          19
1   GRADE 11                                          19
1   GRADE 12                                          19
1   GRAMMAR                                           13
2       SEE ALSO $PARTS OF $SPEECH AND $SYNTAX. INCLUDES
4       SENTENCE STRUCTURE.
1   GRAPHEMES                                         13
2       A LETTER OR LETTER COMBINATION REPRESENTING A PHONEME.
4       SEE ALSO $SPELLING.
1   GRAPHIC ARTS                                      13
1   GRAPHS                                            15 17
3   *GROOMING
2       USE $SELF $CARE $SKILLS.
1   GROSS MOTOR SKILLS                                11 12
1   GROUP ACTIVITIES                                  14
1   GROUP DISCUSSION                                  14
2       INCLUDES SEMINARS AS A TEACHING TECHNIQUE.
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1  GROUP TESTS                                               09
1  GUSTATORY PERCEPTION                                      11
2      SENSE OF TASTE.
1  HABILITATION                                              10
2      DEVELOPMENT OF SKILLS OR ABILITIES NOT PREVIOUSLY PRESENT
4      IN THE HANDICAPPED.
3  *HANDBOOKS
2      USE IMANUALS.
1  HANDWRITING                                               13
2      SEE ALSO ICURSIVE IWRITING, IMANUSCRIPT IWRITING, AND
4      ILEFT IHANDED IWRITER.
3  *HAPTIC PERCEPTION
2      USE ITACTUAL IPERCEPTION.
1  HARD OF HEARING                                           01
2      A PERSON WHOSE AUDIOMETRIC ASSESSMENT
4      IN THE BETTER EAR INDICATES A LOSS OF APPROXIMATELY 45
4      TO 80 DECIBELS.
1  HEALTH EDUCATION                                          13
3  *HEALTH IMPAIRED
2      USE ISPECIAL IHEALTH IPROBLEMS.
1  HEARING CONSERVATION                                      10
3  *HEARING IMPAIRED
2      USE IDEAF OR IHARD OF IHEARING.
1  HIGH INTEREST LOW VOCABULARY                              15
1  HISTORY                                                   13
2      SEE ALSO IAMERICAN, IBLACK, AND IWORLD IHISTORY.
1  HOBBIES                                                   13
2      SEE ALSO IINTERESTS AND IRECREATION.
1  HOLIDAYS                                                  13
1  HOME ECONOMICS                                            13
1  HOME INSTRUCTION                                          14
2      INCLUDES INSTRUCTION BY PARENTS.
4      SEE ALSO ITELEPHONE ICOMMUNICATION ISYSTEMS.
1  HOMONYMS                                                  13
2      TWO OR MORE WORDS HAVING THE SAME PRONUNCIATION BUT
4      HAVING DIFFERENT MEANINGS.
1  HUMOR                                                     16
3  *HYGIENE
2      USE IHEALTH IEDUCATION OR ISELF ICARE ISKILLS.
3  *IMAGINATION
2      USE ICREATIVITY.
1  INDIANS                                                   05
1  INDIVIDUAL TESTS                                          09
1  INDIVIDUALIZED INSTRUCTION                                14
2      SEE ALSO IDIAGNOSTIC ITEACHING AND ITUTORING.
3  *INDUCTIVE METHODS
2      USE ISCIENTIFIC IMETHOD. SEE ALSO ILOGICAL ITHINKING.
1  INDUSTRIAL ARTS                                           13
1  INFANTS                                                   03 05 19
2      AGE RANGE 0 TO 2 YEARS.
4      SEE ALSO IEARLY ICHILDHOOD AND ICHILD IDEVELOPMENT.
1  INFORMAL READING INVENTORY                                09
2      MATERIALS OF VARYING DIFFICULTY USED IN READING
4      DIAGNOSIS.
1  INITIAL CONSONANTS                                        13
2      SEE ALSO IMEDIAL AND IFINAL ICONSONANTS.
1  INITIAL TEACHING ALPHABET                                 15 18
1  INITIAL VOWELS                                            13
2      SEE ALSO IMEDIAL IVOWELS.
1  INKPRINT                                                  16
2      PRINTED VERSIONS OF BRAILLE MATERIALS.
1  INQUIRY TRAINING                                          14
2      TRAINING IN QUESTIONING AND TECHNIQUES SEEKING A
4      SUBJECTIVE RATHER THAN AN OBJECTIVE FACT. SEE ALSO
4      IINTERVIEWS AND IQUESTIONNAIRES.
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1  INTEGRATION                                               07
2      REFERS TO THE COGNITIVE PROCESS. SEE ALSO IVISUAL IMOTOR
4      IINTEGRATION.
1  INTELLIGENCE TESTS                                        09
1  INTERDISCIPLINARY APPROACH                                14
2      PARTICIPATION OR COOPERATION OF TWO OR MORE DISCIPLINES.
1  INTEREST SCALES                                           09
1  INTERMEDIATE GRADES                                       19
2      GRADES 4, 5, 6.
3  *INTERPERSONAL COMPETENCE
2      USE ISOCIAL ISKILLS.
1  INTONATION                                                12
1  ISLANDS                                                   13
3  *ITA
2      USE IINITIAL ITEACHING IALPHABET.
3  *JOB APPLICATION (FORMS)
2      USE IAPPLICATION IFORMS.
3  *JOB TRAINING
2      USE IVOCATIONAL IEDUCATION. SEE ALSO ION THE IJOB
4      ITRAINING.
1  JUNIOR HIGH GRADES                                        19
2      GRADES 7, 8, 9.
1  KINDERGARTEN                                              19 21
1  KINESCOPE RECORDINGS                                      15 17
2      16 MM FILM TAKEN DIRECTLY FROM A TELEVISION PICTURE.
1  KINESTHETIC PERCEPTION                                    11
2      SENSE PERCEPTION OF MOVEMENT, WEIGHT, RESISTANCE, AND
4      POSITION. SEE ALSO IBALANCE AND ISPATIAL IORIENTATION.
1  KITS                                                      15 17
2      A COMBINATION OF TWO OR MORE MEDIA DESIGNED TO BE USED
4      AS A UNIT.
1  LAKES                                                     13
1  LANGUAGE ARTS                                             13
2      SEE ALSO IHANDWRITING, IREADING TERMS, ISPELLING, AND
4      IWRITING ISKILLS.
1  LANGUAGE DEVELOPMENT                                      03
2      SEE ALSO IRETARDED ISPEECH IDEVELOPMENT.
1  LANGUAGE HANDICAPPED                                      01
2      A PERSON WITH A RECEPTIVE OR EXPRESSIVE LANGUAGE DEFECT
4      WHICH IS NOT CAUSED BY DEFECTS OF PERIPHERAL SPEECH
4      MECHANISMS.
1  LANGUAGE LABORATORIES                                     21
1  LANGUAGE TESTS                                            09
2      SEE ALSO IVERBAL ITESTS.
3  *LAPS
2      USE ILEARNING IACTIVITY IPACKAGES.
1  LARGE GROUP INSTRUCTION                                   14
2      CLASSES OF SIX OR MORE STUDENTS.
1  LARGE TYPE MATERIALS                                      15 17
1  LATERALITY                                                11
1  LAW ENFORCEMENT                                           13
2      SEE ALSO ICITIZENSHIP AND ICOURTS.
3  *LEARNING
2      USE IASSOCIATIVE, IAUDITORY, IDISCRIMINATION,
4      IMULTISENSORY, INONVERBAL, IPERCEPTUAL IMOTOR, IVERBAL,
2      OR IVISUAL ILEARNING, OR IPLAY.
1  LEARNING ACTIVITY PACKAGES                                14 18
2      SEE ALSO IINDIVIDUALIZED IINSTRUCTION, ISELF IPACING
2      IMATERIALS, AND ITEACHER IDEVELOPED IMATERIALS.
1  LEARNING DISABILITIES                                     01
2      DISTINGUISHED BY SHARP IMBALANCE WITHIN THE
4      STUDENT'S COGNITIVE DEVELOPMENT AND A MARKED
4      UNDERACHIEVEMENT. SEE ALSO IAPHASIA,
4      IDYSLEXIA, ILANGUAGE IHANDICAPS, IMINIMAL IBRAIN
4      IDYSFUNCTION, AND IPERCEPTUAL IHANDICAPS.
1  LEARNING LABORATORIES                                     21
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1	LEFT HANDED WRITER	01
2	SEE ALSO !HANDWRITING.	
1	LEFT TO RIGHT PROGRESSION	11
2	WHEN EXERCISES ARE DESIGNED SPECIFICALLY	
4	TO TEACH MOVING ACROSS THE PAGE FROM LEFT	
4	TO RIGHT.	
3	*LEGENDS	
2	USE !FANTASY.	
3	*LEISURE TIME	
2	USE !RECREATION.	
1	LETTER WRITING	13
2	USE FOR VARIOUS TYPES OF CORRESPONDENCE.	
3	*LIBRARY SCIENCE	
2	USE !INFORMATION !SCIENCE.	
1	LIBRARY SKILLS	12 13
1	LIKENESSES DIFFERENCES	13
2	USE FOR MATERIALS CONTAINING PICTORIAL OR	
4	SYMBOLIC REPRESENTATIONS AND REQUIRING THE STUDENT	
4	TO IDENTIFY LIKENESSES AND/OR DIFFERENCES.	
1	LINGUISTICALLY BASED MATERIALS	15
2	DESCRIBES MATERIALS BASED ON THE PATTERNS WHICH GOVERN	
2	THE SPELLING AND SENTENCE STRUCTURE OF THE LANGUAGE.	
1	LIPREADING	13 14
2	SPEECH READING. SEE ALSO !CUED !SPEECH AND !ORAL	
4	!COMMUNICATION.	
1	LISTENING COMPREHENSION	13
1	LISTENING SKILLS	11 12 13
1	LITERATURE	13 15 18
2	SEE ALSO !ADVENTURE !STORIES. !ANIMAL !STORIES.	
2	!AUTOBIOGRAPHIES. !BIOGRAPHIES. !CHILDREN'S !BOOKS.	
2	!FANTASY. !FICTION. !HUMOR. !MYSTERY !STORIES.	
2	!MYTHOLOGY. !NONFICTION. !NURSERY !RHYMES. !POETRY.	
2	!SCIENCE !FICTION. AND !SPORTS !STORIES.	
1	LOGICAL THINKING	07
2	USE FOR MATERIALS REQUIRING USE OF REASONING ABILITY	
4	AND LOGICAL THOUGHT PROCESSES TO OBTAIN CORRECT RESPONSE.	
4	SEE ALSO !ABSTRACT !REASONING. !PROBLEM !SOLVING.	
4	AND !SCIENTIFIC !METHOD.	
1	LONG VOWELS	13
3	*LOW ACHIEVERS	
2	USE !UNDERACHIEVERS.	
1	LOW VISION AIDS	16
2	SEE ALSO !LARGE !TYPE !BOOKS AND !MATERIALS.	
1	LOW VISION TRAINING	10 14
2	SEE ALSO !SIGHT !CONSERVATION.	
1	MAGNETISM	13
3	*MAGNIFICATION	
2	USE !LOW !VISION !AIDS.	
1	MANIPULATIVE MATERIALS	15 17
1	MANNERS	13
2	SEE ALSO !SOCIAL !DEVELOPMENT AND !SOCIAL !SKILLS.	
1	MANUAL COMMUNICATION	14
2	COMMUNICATION VIA MANUAL CONFIGURATIONS	
4	(SIGNS OR FINGER SPELLING) RATHER THAN ORALLY. SEE ALSO	
4	!CUED !SPEECH. !FINGER !SPELLING. !NONVERBAL	
4	!COMMUNICATION. AND !SIGN !LANGUAGE.	
1	MANUALS	18
2	INCLUDES HANDBOOKS AND TEACHING GUIDES.	
4	SEE ALSO !GUIDELINES. !CURRICULUM !GUIDES. AND !TEACHER	
4	!EDITIONS.	
1	MANUSCRIPT WRITING	13
2	PRINTING BY HAND.	
1	MAP SKILLS	12 13
1	MAPS	15 17
2	SEE ALSO !GLOBES.	
1	MARRIAGE	03
1	MASS MEDIA	16
2	SEE ALSO !EDUCATIONAL !TELEVISION. !NEWSPAPERS. AND	
4	!PUBLICATIONS.	
3	*MATCHING	
2	USE !CLASSIFICATION.	
1	MATHEMATICS	13
2	INCLUDES ARITHMETIC. SEE ALSO !ADDITION.	
4	!ALGEBRA. !BASE !NUMBERING !SYSTEMS.	
4	!CALCULUS. !DECIMALS. !DIVISION. !FRACTIONS. !GEOMETRY.	
4	!MEASUREMENT. !METRIC !SYSTEM. !MULTIPLICATION.	
2	!NUMBERS. !PERCENT. !PLACE !VALUE. !RATIO. !SET !THEORY.	
4	!SUBTRACTION. AND !TRIGONOMETRY.	
1	MATHEMATICS READINESS	19
2	INCLUDES NUMBER READINESS.	
2	SEE ALSO !IMMATURITY AND !CHILD !DEVELOPMENT.	
1	MEASUREMENT	13
2	MATERIALS TEACHING LENGTH. WEIGHT. AREA. VOLUME. AND	
4	TEMPERATURE. SEE ALSO !METRIC !SYSTEM.	
1	MECHANICAL SKILLS	11 12 13
2	UNDERSTANDING OF AND ABILITY TO OPERATE TOOLS. DEVICES.	
4	AND MACHINES.	
3	*MEDIA TECHNOLOGY	
2	USE !EDUCATIONAL !TECHNOLOGY.	
4	OR !MASS !MEDIA.	
1	MEDIAL CONSONANTS	13
2	SEE ALSO !INITIAL AND !FINAL !CONSONANTS.	
1	MEDIAL VOWELS	13
2	SEE ALSO !INITIAL !VOWELS.	
2	DIAGNOSIS BY PHYSICIANS.	
1	MEMORY	07
2	INCLUDES MEMORIZING. RETENTION. RECALL. AND RECOGNITION.	
4	FOR AUDITORY OR VISUAL MEMORY. SEE !AUDITORY !IMAGERY.	
4	!AUDITORY !SEQUENCING. !VISUAL !IMAGERY. OR !VISUAL	
4	!SEQUENCING.	
3	*METAPHORS	
2	USE !FIGURES OF !SPEECH.	
1	METEOROLOGY	13
2	SEE ALSO !WEATHER.	
3	*METHODS	
2	USE !RESEARCH !DESIGN OR !TEACHING !METHODS.	
1	METRIC SYSTEM	13
2	SEE ALSO !MEASUREMENT.	
1	MEXICAN AMERICANS	05
1	MICROFICHE	17
2	MICROREPRODUCTION ON A FLAT SHEET OF FILM.	
4	NORMALLY 4 X 6 INCHES IN SIZE.	
1	MICROFILMS	17
2	A ROLL OF FILM CONTAINING MICROREPRODUCTION.	
1	MICROFORMS	17
2	ANY MICROREPRODUCTION OF PRINT MATERIAL WHICH	
4	CANNOT BE READ WITHOUT MAGNIFICATION.	
1	MICROIMAGE VIEWERS	16
1	MICROPAQUES	17
2	MICROREPRODUCTIONS ON AN OPAQUE SURFACE.	
1	MICROSCOPE SLIDES	15 17
1	MICROSCOPES	16
3	*MIDDLE SCHOOLS	
2	USE !JUNIOR !HIGH !GRADES.	
1	MIGRANT EDUCATION	20
2	, EDUCATIONAL PROGRAMS DESIGNED TO MEET THE	
4	SPECIAL NEEDS OF THE MIGRANT POPULATION.	
3	*MILIEU THERAPY	
2	USE !THERAPEUTIC !ENVIRONMENT.	
1	MINERALS	13
1	MINORITY GROUPS	05
2	SEE ALSO !ETHNIC !GROUPS.	

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1   *MOBILITY
2       USE IORIENTATION AND IMOBILITY.
1   MOBILITY AIDS                                           16
2       DEVICES OR MATERIALS WHICH ASSIST HANDICAPPED PERSONS TO
4       MOVE FREELY WITHIN THEIR ENVIRONMENT. SEE ALSO ICANES,
2       IDOG IGUIDES, IELECTROMECHANICAL IAIDS, ITRAVEL
2       ITRAINING, AND IWHEEL ICHAIRS.
1   MODELS                                                  13 17
2       PHYSICAL REPRESENTATION OF AN OBJECT. FOR
4       SCHEMATIC REPRESENTATIONS OF A PLAN OR
4       CONCEPT, SEE ICONCEPTUAL IMODELS.
3   *MODERN MATH CONCEPTS
2       USE ISET ITHEORY OR IBASE INUMBERING ISYSTEMS.
1   MONEY                                                   13 15
2       REFERS TO METHODS OR MATERIALS FOR TEACHING
4       MONEY VALUES AND HOW TO COUNT AND MAKE CHANGE.
1   MONEY MANAGEMENT                                        13
2       USE FOR IBANKING, IBUDGETING, AND ICREDIT.
3   *MONGOLISM
2       USE IDOWN'S ISYNDROME.
1   MONTESSORI METHOD                                       14
1   MORAL VALUES                                            13
2       INCLUDES ETHICS.
1   MOTORIC STIMULI                                         14
2       USE FOR INSTRUCTIONAL DEVICES WHICH STIMULATE
4       OR CONTROL USE OF LARGE OR SMALL MUSCLES.
1   MOUNTAINS                                               13
1   MOVEMENT EDUCATION                                      11 13
2       SEE ALSO ISPATIAL IRELATIONSHIP.
1   MULTILEVEL                                              17 18 19
2       SPANNING MORE THAN ONE INSTRUCTION LEVEL. SEE ALSO
4       INONGRADED.
1   MULTIMEDIA INSTRUCTION                                  14
1   MULTIPLICATION                                          13
1   MULTIPLY HANDICAPPED                                    01
2       SEE ALSO ICEREBRAL IPALSY AND IDEAF IBLIND.
1   MULTISENSORY LEARNING                                   06
2       LEARNING USING MORE THAN ONE INPUT MODALITY. SEE ALSO
2       IAUDITORY ILEARNING, ISENSORY TERMS, AND
4       IVISUAL ILEARNING.
1   MUSCULAR STRENGTH                                       03
2       SEE ALSO IPHYSICAL IFITNESS.
1   MUSIC                                                   13
2       SEE ALSO IRHYTHM IBANDS, IRHYTHMS, AND SONGS.
1   MUSIC THERAPY                                           18 14
1   MYSTERY STORIES                                         15 18
1   MYTHOLOGY                                               18
2       SEE ALSO IFANTASY.
3   *NATURE
2       USE IOUTDOOR IEDUCATION.
1   NEGATIVE REINFORCEMENT                                  10 14
3   *NEGROES
2       USE IBLACKS. SEE ALSO IBLACK IHISTORY.
1   NEIGHBORHOOD                                            13
1   NEMETH CODE                                             17
2       BRAILLE SYSTEM OF MATHEMATICAL NOTATIN.
3   *NEUROLOGICALLY HANDICAPPED
2       USE ICEREBRAL IPALSY, IEPILEPSY, IHYPERACTIVITY,
4       ILEARNING IDISABILITIES, IMINIMAL IBRAIN IDYSFUNCTION, OR
4       IMULTIPLE ISCLEROSIS.
3   *NEUROTIC CHILDREN
2       USE IEMOTIONALLY IDISTURBED.
1   NEWSPAPERS                                              15 18
3   *NOISE
2       USE IACOUSTICS OR IENVIRONMENTAL IINFLUENCES.
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2       SEE ALSO IAUTOBIOGRAPHIES, IBIOGRAPHIES, AND
4       IREFERENCE IMATERIALS.
1   NONGRADED                                               17 18
2       REFERS TO MATERIALS WHICH MAY BE USED AT
4       SEVERAL GRADE LEVELS.
4       SEE ALSO IMULTILEVEL AND IOPEN IEDUCATION.
1       NONVERBAL AUDITORY MATERIALS                        18
1   NONVERBAL COMMUNICATION                                 12
2       SEE ALSO ICOMMUNICATION TERMS.
1   NONVERBAL LEARNING                                      06
1   NONVERBAL TESTS                                         09
1   NONVERBAL AUDITORY MATERIALS                            18
1   NOTETAKING                                              13
2       MATERIALS THAT TEACH HOW TO RECORD SELECTED
4       INFORMATION FROM MATERIAL PRESENTED ORALLY
4       OR IN WRITTEN FORM.
3   *NUMBER READINESS
2       USE IMATHEMATICS IREADINESS.
1   NUMBERS                                                 13 18
2       INCLUDES NUMBER WORDS, FORMATION OF NUMERALS, AND
4       SEQUENTIAL ARRANGEMENT OF NUMBERS.
1   NURSERY RHYMES                                          15 18
2       SEE ALSO ICHILDREN'S IBOOKS.
1   NUTRITION                                               13
2       INCLUDES DIETETICS AND EATING HABITS. SEE
4       ALSO IHEALTH IEDUCATION.
1   OCCUPATIONAL THERAPY                                    10 14
2       INCLUDES WORK THERAPY.
1   OCCUPATIONS                                             13 25
2       MATERIALS ABOUT SPECIFIC OCCUPATIONS. SEE
4       ALSO IHEALTH IPERSONNEL, IITINERANT
4       ITEACHERS, IPHYSICIANS, IRESOURCE
4       ITEACHERS, ISPECIAL IEDUCATION ITEACHERS, AND ITEACHERS.
1   OCEANOGRAPHY                                            13
1   OCEANS                                                  13
1   OLFACTORY PERCEPTION                                    11
2       SENSE OF SMELL.
1   OMISSIONS                                               01
2       SPEECH DIFFICULTIES INVOLVING OMISSION OF A
4       LETTER OR SOUND.
1   ON THE JOB TRAINING                                     13 14 25
3   *OPAQUE PROJECTORS
2       USE IPROJECTION IEQUIPMENT.
3   *OPERANT CONDITIONING
2       USE IBEHAVIOR IMODIFICATION.
1   ORAL COMMUNICATION                                      18
2       VOCAL AS OPPOSED TO MANUAL (SIGN LANGUAGE OR
4       FINGER SPELLING) COMMUNICATION. USE ALSO IN RELATION TO
4       THE AURALLY HANDICAPPED. SEE
4       ALSO ICUED ISPEECH AND ILIPREADING.
3   *ORDINAL CONCEPTS
2       USE INUMBERS.
1   ORIENTALS                                               05
3   *ORIENTATION
2       USE ISPATIAL IORIENTATION OR ITIME IPERSPECTIVE.
1   ORIENTATION AND MOBILITY                                10 12
2       MATERIALS TEACHING SPATIAL ORIENTATION OF THE VISUALLY
4       HANDICAPPED TO HIS SURROUNDINGS, AND MATERIALS TEACHING
4       THE VISUALLY HANDICAPPED TECHNIQUES OF MOVING ABOUT OR
4       TRAVELING, USING VARIOUS MOBILITY AIDS. SEE ALSO ISPATIAL
4       IORIENTATION, ICANES, IDOG IGUIDES, IMOBILITY AND
4       ISENSORY IAIDS, AND ITRAVEL ITRAINING.
3   *ORTHOPEDICALLY HANDICAPPED
2       USE IPHYSICALLY IHANDICAPPED.
1   OUTDOOR EDUCATION                                       13
2       SEE ALSO IENVIRONMENTAL IEDUCATION.
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1   PAINTING                                                        11
2       SEE ALSO IART IPRINTS, IFREEHAND IDRAWING, AND IPICTURES.
3   •PAIRED ASSOCIATE LEARNING
-       USE IASSOCIATIVE ILEARNING.
    PAMPHLETS                                                       15 18
3   •PAROCHIAL SCHOOLS
2       SEE IRELIGIOUS IEDUCATION.
1   PART WHOLE RELATIONSHIPS                                        07 13
2       THE CONCEPT OF IDENTIFYING AND RELATING
4       PARTS OF A WHOLE. SEE ALSO IPUZZLES.
1   PARTIALLY SIGHTED                                               01
2       A PERSON WHOSE VISUAL ACUITY IN THE BETTER EYE IS
4       BETWEEN 20/200 AND 20/70 AFTER CORRECTION. SEE ALSO ILOW
4       IVISION, ILOW IVISION IAIDS, AND IVISUAL IHANDICAPS.
1   PARTS OF SPEECH                                                 13
3   •PATTERN COMPLETION
2       USE ICLOSURE.
1   PEER TUTORING                                                   14
2       SEE ALSO ITUTORING.
1   PERCENT                                                         11
3   •PERCEPTION
2       USE IAUDITORY, IGUSTATORY, IKINESTHETIC,
4       IOLFACTORY, ITACTUAL, AND IVISUAL IPERCEPTION,
4       OR ISENSORY TERMS.
1   PERCEPTION TESTS                                                09
2       SEE ALSO IAUDITORY, ITACTUAL, AND IVISION ITESTS.
1   PERCEPTUAL DEVELOPMENT                                          03
1   PERCEPTUAL MOTOR LEARNING                                       06 11
2       SEE ALSO IVISUAL IMOTOR IINTEGRATION AND
4       IEYE IHAND ICOORDINATION.
1   PERCEPTUALLY HANDICAPPED                                        01
        SEE ALSO ILEARNING IDISABILITIES.
1   PERFORMANCE TESTS                                               09
1   PERIODICALS                                                     15 18
2       INCLUDES JOURNALS. SEE ALSO INEWSLETTERS AND
4       IPUBLICATIONS.
1   PERSONALITY DEVELOPMENT                                         03
3   •PERSONALITY PROBLEMS
2       USE IBEHAVIOR IPROBLEMS.
1   PERSONALITY TESTS                                               09
2       SEE ALSO IPROJECTIVE ITESTS.
1   PHILOSOPHY                                                      24
1   PHONEMES                                                        13
1   PHONICS                                                         13
2       PHONETICS AS APPLIED TO THE TEACHING OF READING.
1   PHONOGRAPH RECORDS                                              15 17
1   PHONOGRAPHS                                                     16
1   PHOTOGRAPH                                                      15
1   PHOTOGRAPHY                                                     11
1   PHYSICAL EDUCATION                                              13
2       SEE ALSO IRECREATION AND ISPORTS.
3   •PHYSICAL EXAMINATIONS
2       USE IMEDICAL IEVALUATION.
1   PHYSICAL FITNESS                                                03
2       SEE ALSO IMUSCULAR ISTRENGTH.
1   PHYSICAL SCIENCES                                               13
2       SEE ALSO IEARTH ISCIENCES, IGEOLOGY, IMETEOROLOGY,
4       IOCEANOGRAPHY, IPHYSICS, AND ISPACE ISCIENCES.
    PHYSICAL THERAPY                                                10
1   PHYSICALLY HANDICAPPED                                          01
1   PHYSICALLY HANDICAPPED MOBILITY                                 10 13
1   PHYSICS                                                         13
1   PHYSIOLOGY                                                      13
2       SEE ALSO IBIOLOGICAL IINFLUENCES.
1   PIAGET MATERIALS                                                14
3   •PICTURE DICTIONARIES
2       USE IDICTIONARIES.
1   PICTURES                                                        15 17
2       SEE ALSO IART IPRINTS.
1   PIONEERS                                                        13
3   •PKU
2       USE IPHENYLKETONURIA.
1   PLACE VALUE                                                     11
2       THE CONCEPT OF UNITS, TENS, HUNDREDS, ETC.
1   PLAYGROUND ACTIVITIES                                           21
2       SEE ALSO IGAMES, IRECREATION, AND ISPORTS.
1   POETRY                                                          18
2       SEE ALSO IANTHOLOGIES, INURSERY IRHYMES, AND IRHYMES.
3   •POISONINGS
2       USE ISAFETY IEDUCATION.
3   •POPULATION
2       USE IDEMOGRAPHY.
3   •POSITION IN SPACE
2       USE ISPATIAL IORIENTATION.
1   POSITION WORDS                                                  11
2       USE FOR MATERIAL TEACHING POSITION WORDS AND CONCEPTS
4       SUCH AS ABOVE, BELOW, BETWEEN. SEE ALSO IABSTRACT
4       IREASONING.
1   POSTURE                                                         03
3   •PRACTICAL MATH
2       USE ICONSUMER IEDUCATION OR IDAILY
4       ILIVING ISKILLS.
1   PREFIXES                                                        13
3   •PREJUDICE
2       USE IDISCRIMINATORY OR IRACIAL IATTITUDES.
1   PREPRIMERS                                                      15 18
2       BEGINNING READING LEVEL MATERIALS.
1   PREREADINESS                                                    03 19
2       DEVELOPMENTAL STAGE DURING WHICH SENSORY
4       SKILLS AND COGNITIVE AND AFFECTIVE
4       ABILITIES BECOME SUFFICIENTLY ORGANIZED TO ENABLE
4       THE CHILD TO BEGIN STRUCTURED LEARNING TASKS.
1   PRESCHOOL TESTS                                                 09
3   •PRESCRIPTIVE TEACHING
2       USE IDIAGNOSTIC ITEACHING.
1   PREVOCATIONAL EDUCATION                                         13 19 20 25
2       PROGRAMS AT ELEMENTARY AND INTERMEDIATE
4       LEVELS GEARED TOWARD VOCATIONAL PREPARATION.
1   PRIMARY GRADES                                                  19
2       GRADES 1, 2, 3. SEE ALSO IKINDERGARTEN.
1   PRIMERS                                                         15 18
1   PROBLEM SOLVING                                                 07 14
1   PROGNOSTIC TESTS                                                09
2       SEE ALSO IDIAGNOSTIC ITESTS.
1   PROGRAMMED INSTRUCTION                                          14
2       SEE ALSO ICOMPUTER IASSISTED IINSTRUCTION AND ITEACHING
4       IMACHINES.
1   PROGRAMMED MATERIALS                                            15 17 18
2       SEQUENTIALLY CONSTRUCTED MATERIALS
4       SPECIFICALLY FEATURING MEANS FOR THE
4       RETEACHING OF INCOMPLETELY LEARNED FACTS,
4       CONCEPTS, OR SKILLS. MAY OR MAY NOT REQUIRE
4       THE USE OF HARDWARE.
1   PROJECTION EQUIPMENT                                            16
2       INCLUDES FILM, FILMSTRIP, OPAQUE AND OVERHEAD
4       PROJECTORS.
3   •PROJECTION SCREENS
2       USE ISCREENS.
1   PROJECTIVE TESTS                                                09
2       METHOD OF MEASURING INDIVIDUAL PERSONALITY
4       IN WHICH THE STIMULUS IS USUALLY UNSTRUCTURED
4       IN ORDER TO PRODUCE RESPONSES REFLECTING
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4      THE PERSON'S OWN INDIVIDUALITY RATHER THAN THE BIASES
4      IMPLICIT IN THE STRUCTURING OF THE DIRECTIVE ITEMS.
1   PROSTHESES                                                  10 16
2      SEE ALSO $AMPUTEES.
1   PROTECTIVE VOCABULARY                                       13
2      WORDS ACCOMPANYING SIGNS, COLORS, SHAPES,
4      AND SYMBOLS, THE RECOGNITION OF WHICH HELPS
4      PROTECT THE CHILD FROM SUCH HAZARDS AS POISON
4      AND TRAFFIC. SEE ALSO $CORE $VOCABULARY, $DAILY $LIVING
4      $SKILLS, $SAFETY $EDUCATION, AND $SIGNS.
1   PROTOCOL MATERIALS                                          09 17
2      AUDIO AND VIDEO RECORDINGS OF BEHAVIOR WHICH
4      THE PRESERVICE AND INSERVICE TEACHER
4      EDUCATION STUDENT CAN HEAR, OBSERVE, AND
4      ANALYZE. SEE ALSO $CLASSROOM $OBSERVATION
4      $TECHNIQUES.
1   PSYCHOLOGICAL TESTS                                         09
2      SEE ALSO $PERSONALITY AND $PROJECTIVE $TESTS.
3   *PSYCHOMOTOR SKILLS
2      USE $PERCEPTUAL $MOTOR $LEARNING. SEE ALSO
4      $DEXTERITY, $EYE $HAND $COORDINATION, AND $VISUAL $MOTOR
4      $INTEGRATION.
3   *PUBLIC OPINION
2      USE $PUBLIC $ATTITUDES.
1   PUNCTUATION                                                 13
1   PUERTO RICANS                                               05
1   PUPPETS                                                     15 17
1   PUZZLES                                                     15 17
2      SEE ALSO $CROSSWORD $PUZZLES, $GAMES, $PART $WHOLE
4      $RELATIONSHIPS, AND $RIDDLES.
1   RACIAL ATTITUDES                                            04 06
2      INCLUDES RACIAL UNDERSTANDING. SEE ALSO
4      $DISCRIMINATORY $ATTITUDES.
1   RAISED LINE DRAWINGS                                        15 17
1   RATING SCALES                                               09
2      SEE ALSO $BEHAVIOR $RATING $SCALES.
1   RATIO                                                       13
1   READINESS                                                   03 19
2      THE MATURATIONAL LEVEL AT WHICH A CHILD HAS DEVELOPED
4      THE SENSORY AND COGNITIVE SKILLS NECESSARY FOR
4      MASTERING STRUCTURED LEARNING TASKS, IS INTERESTED
4      IN LEARNING, AND IS ABLE TO PERCEIVE THE PURPOSE AND
4      SIGNIFICANCE OF WHAT IS BEING TAUGHT. SEE ALSO
4      $MATHEMATICS $READINESS, $PREREADINESS, AND $READING
4      $READINESS.
1   READING                                                     13
2      SEE ALSO $CHORAL AND $DEVELOPMENTAL
4      $READING, $LINGUISTICALLY $BASED $MATERIALS, $PHONICS,
2      $REMEDIAL $READING, $SIGHT $METHOD, $SIGHT $VOCABULARY,
2      $SPEED $READING, $VOCABULARY, AND $WORD $RECOGNITION.
3   *READING ABILITY
2      USE $READING $SKILLS.
1   READING COMPREHENSION                                       13
1   READING DIAGNOSIS                                           09
3   *READING MATERIALS
2      USE $BASAL $READING $SERIES, $BRAILLE $BOOKS,
4      $BRAILLE $MATERIALS, $COMIC $BOOKS, $HIGH
2      USE $BASAL $READING $SERIES, $BRAILLE $BOOKS
2      OR $MATERIALS, $COMIC $BOOKS, $HIGH $INTEREST $LOW
2      $VOCABULARY $MATERIALS, $LARGE $TYPE $BOOKS OR
2      $MATERIALS, $LINGUISTICALLY $BASED $MATERIALS,
2      $PREPRIMERS, $SUPPLEMENTARY $READING $MATERIALS, OR
2      $TEXTBOOKS.
1   READING READINESS                                           19
1   READING SKILLS                                              19
2      [illegible]
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4      $VOCABULARY, $WORD $ATTACK, AND $WORD $RECOGNITION,
4      INCLUDES SKIMMING.
1   READING TESTS                                               09
1   REALIA                                                      15 16
3   *REASONING
2      USE $ABSTRACT $REASONING, $CONVERGENT, $DIVERGENT, OR
4      $LOGICAL $THINKING, OR $PROBLEM $SOLVING.
1   REBUS                                                       15 17
2      FOR OR ABOUT READING MATERIALS IN WHICH PICTURES
4      ARE USED IN PLACE OF WORDS.
1   RECEPTIVE LANGUAGE                                          13
2      THE COMPONENT OF LANGUAGE ENCOMPASSING AN
4      INDIVIDUAL'S COMPREHENSION OF VERBAL,
4      WRITTEN, OR OTHER FORMS OF COMMUNICATION.
4      SEE ALSO $LISTENING AND $READING
4      $COMPREHENSION, AND $EXPRESSIVE $LANGUAGE.
3   *RECORDS (PHONOGRAPH)
2      USE $PHONOGRAPH $RECORDS.
1   RECREATION                                                  13
2      SEE ALSO $GAMES, $HOBBIES, $OUTDOOR
4      $EDUCATION, AND $PLAYGROUND $ACTIVITIES.
3   *REEL TO REEL TAPES
2      USE $AUDIO $TAPES.
1   REFERENCE MATERIALS                                         15 16
2      SEE ALSO $BIBLIOGRAPHIES, $CATALOGS,
2      $DICTIONARIES, $DIRECTORIES, $ENCYCLOPEDIAS, AND
2      $INDEXES.
1   REHABILITATION                                              10
2      SEE ALSO $VOCATIONAL $REHABILITATION.
1   REINFORCEMENT                                               10 14
2      SEE ALSO $NEGATIVE $REINFORCEMENT AND $REWARDS.
1   RELIGION                                                    13
1   REMEDIAL INSTRUCTION                                        10 13 14
1   REMEDIAL READING                                            10 13
3   *REPRODUCTION
2      USE $SEX $EDUCATION OR $PREGNANCY.
1   REPRODUCTION MASTERS                                        15 17 16
3   *RESEARCH METHODOLOGY
2      USE $RESEARCH $DESIGN.
1   RESOURCE GUIDES                                             16
2      A GUIDE OR WRITTEN PLAN TO A COLLECTION OF MATERIALS,
4      INCLUDING A VARIETY OF LEARNING EXPERIENCES, RESOURCES
4      AND EVALUATION TECHNIQUES.
3   *RETENTION
2      USE $MEMORY.
1   REVERSALS                                                   01
2      MIRROR-LIKE INVERSIONS IN READING, WRITING, OR
4      SPEECH (CLUTTERED) WHICH ARISE FROM PROBLEMS IN
4      ORIENTATION.
1   REWARDS                                                     10 14
2      USE FOR TOKEN REINFORCEMENT.
1   RHYMES                                                      15 16
2      SEE ALSO $NURSERY $RHYMES.
1   RHYTHMS                                                     15
2      MATERIALS FOR OR ABOUT RHYTHMS ACTIVITIES, WHICH
4      CONSIST OF SINGING GAMES AND BASIC MOVEMENTS PERFORMED
4      IN VARIOUS TEMPOS AND SPACE PATTERNS TO MUSICAL
4      ACCOMPANIMENT.
1   RIDDLES                                                     15 16
2      SEE ALSO $GAMES AND $PUZZLES.
1   ROCKS                                                       13
1   ROLE PLAYING                                                10 14
2      SEE ALSO $SIMULATION.
1   RURAL ENVIRONMENT                                           04
1   SAFETY EDUCATION                                            13
2      LEARNING EXPERIENCES DESIGNED TO CREATE AN AWARENESS
```

4 OF THE HAZARDS OF EVERYDAY LIVING AND TO DEVELOP
4 THE KNOWLEDGE, HABITS, AND SKILLS NECESSARY
4 TO FUNCTION SUCCESSFULLY IN THE PRESENCE OF HAZARDS.
4 SEE ALSO $PROTECTIVE $VOCABULARY.
3 *SCHOOL BUILDINGS
2 USE $BUILDING $DESIGN.
3 *SCHOOL INTEGRATION
2 USE $RACIAL $INTEGRATION.
3 *SCHOOLS
2 USE $COLLEGES, OR $DAY, $PUBLIC, AND $VOCATIONAL
4 $SCHOOLS.
3 *SCHOOLS FOR THE DEAF
2 USE $AURALLY $HANDICAPPED AND $DAY $SCHOOLS.
3 *SCHOOLS FOR THE VISUALLY HANDICAPPED
2 USE $DAY $SCHOOLS AND $VISUALLY $HANDICAPPED.
1 SCIENCE 13
2 SEE ALSO $ANATOMY, $ASTRONOMY, $BIOLOGY, $BOTANY,
4 $CHEMISTRY, $EARTH $SCIENCES, $GEOGRAPHY, $GEOLOGY,
4 $METEOROLOGY, $OCEANOGRAPHY, $PHYSICS, $PHYSIOLOGY,
4 $PHYSICAL $SCIENCES, AND $SPACE $SCIENCES.
1 SCIENCE FICTION 18
1 SCIENTIFIC METHOD 14
2 INCLUDES DEDUCTIVE AND INDUCTIVE METHODS. SEE ALSO
4 $EXPERIMENTS.
1 SCOUTING 13
2 INCLUDES $BOY $SCOUTS, $GIRL $SCOUTS, $CAMPFIRE $GIRLS,
2 ETC.
1 SCREENING TESTS 09
2 INSTRUMENTS FOR THE IDENTIFICATION OF
4 PROBLEMS FOR THE PURPOSE OF PLACEMENT,
4 TREATMENT, OR SPECIAL INSTRUCTION.
2 USE FOR PROJECTION SCREENS.
1 SCULPTURE 13 15 17
1 SEASONS 13
2 SEE ALSO $TIME $PERSPECTIVE AND $TIME $TELLING.
3 *SECOND LANGUAGE
2 USE $ENGLISH ($SECOND $LANGUAGE).
3 *SEIZURES
2 USE $EPILEPSY.
1 SELF CARE SKILLS 12 13
2 ACTIVITIES OR MATERIALS FOR INSTRUCTION IN DAILY SANITARY
4 AND GROOMING HABITS (TOILETING, DRESSING, EATING,
4 HYGIENE). SEE ALSO $CLOTHING.
1 SELF CONCEPT 03
2 THE INTERNALIZED VIEW OF ONE'S WORTH. INCLUDES SELF
4 CONFIDENCE. SEE ALSO $EMOTIONAL $ADJUSTMENT.
1 SELF CONTROL 08
2 INCLUDES SELF DISCIPLINE AND TEMPER CONTROL.
1 SELF EXPRESSION 12
2 SEE ALSO $CREATIVITY.
3 *SELF HELP
2 USE $SELF $CARE $SKILLS.
3 *SELF IDENTIFICATION
2 USE $BODY $IMAGE OR $SELF $CONCEPT.
1 SELF PACING MATERIALS 15 17 18
2 MATERIALS, INCLUDING TEST OR QUIZ ITEMS, ALLOWING
4 INDIVIDUAL PROGRESS BUT WITHOUT THE RETEACHING
4 FEATURES FOUND IN PROGRAMMED MATERIALS.
4 SEE ALSO $AUTOINSTRUCTIONAL $AIDS.
1 SENIOR HIGH GRADES 19
2 GRADES 10-12.
1 SENSITIVITY TRAINING 10 14
2 SEE ALSO $GROUP $THERAPY.
1 SENSORY AIDS 16
2 SEE ALSO $ELECTROMECHANICAL, $HEARING AND $MOBILITY
2 [illegible]

1 SENSORY INTEGRATION 07 11
2 SEE ALSO $MULTISENSORY $LEARNING AND $VISUAL $MOTOR
4 $INTEGRATION.
1 SENSORY TRAINING 10 11 15
2 ACTIVITIES INTENDED TO EVOKE RESPONSES TO
4 SPECIFIC STIMULI. SEE ALSO $AUDITORY AND
4 $VISUAL $TRAINING, $PERCEPTUAL TERMS, AND $AUDITORY,
4 $GUSTATORY, $OLFACTORY, $TACTUAL, AND $VISUAL
4 $PERCEPTION.
3 *SENTENCE STRUCTURE
2 USE $GRAMMAR.
1 SEQUENTIAL APPROACH 14
2 A STRUCTURED SEQUENCE OF INSTRUCTIONAL
4 ACTIVITIES.
1 SERIAL ORDERING 07
2 MATERIALS REQUIRING LOGICAL ARRANGEMENT OF ITEMS BY
4 TIME OR EVENT. USE FOR SEQUENCING AND SERIATION.
1 SERIES 15
2 SEE ALSO $BASAL $READING $SERIES.
1 SET THEORY 13
1 SETS 13
3 *SEVERELY MENTALLY HANDICAPPED
2 USE $CUSTODIAL $MENTALLY $HANDICAPPED.
1 SEX EDUCATION 13
2 INCLUDES CONTRACEPTION AND REPRODUCTION. SEE ALSO
4 $FAMILY $LIFE $EDUCATION, $PREGNANCY, AND $VENEREAL
4 $DISEASES.
1 SHAPES 13 15
2 INCLUDES SHAPE CONSTANCY.
1 SHORT VOWELS 13
2 INCLUDES TWINS.
1 SIGHT CONSERVATION 10
1 SIGHT METHOD [illegible]
2 METHOD OF TEACHING READING BASED ON RECOGNITION AND
4 PRONUNCIATION OF WHOLE WORDS.
1 SIGHT VOCABULARY 13
2 SEE ALSO $WORD $RECOGNITION.
1 SIGN LANGUAGE 14
2 SEE ALSO $CUED $SPEECH, $FINGER $SPELLING,
4 $MANUAL $COMMUNICATION, AND $NONVERBAL $COMMUNICATION.
1 SIGNS 13 15
2 MATERIALS FOR TEACHING TRAFFIC AND WARNING SIGNS.
4 SEE ALSO $PROTECTIVE $VOCABULARY AND $SAFETY
4 $EDUCATION.
1 SIMULATION 14
2 DUPLICATION OF THE ESSENTIAL CHARACTERISTICS OF A TASK
4 OR SITUATION.
1 SIZES 13 15
2 FOR MATERIALS CONCERNING SIZE OR VOLUME
4 DISCRIMINATION. INCLUDES SIZE CONSTANCY. SEE
4 ALSO $CONSERVATION ($CONCEPT).
3 *SKILLS
2 USE $ALPHABETIZING, $COMMUNICATION, $DAILY
4 $LIVING, $DICTIONARY, $FINE $MOTOR, $GROSS $MOTOR,
4 $LIBRARY, $LISTENING, $MAP, $MECHANICAL, $READING,
4 $SELF $CARE, $SOCIAL, $SPEECH, OR $WRITING $SKILLS, OR
4 $PERCEPTUAL $MOTOR $LEARNING.
3 *SKIMMING
2 USE $READING $SKILLS.
1 SLIDES 15 17
2 A MOUNTED TRANSPARENCY, EITHER FILM OR GLASS, INTENDED
4 FOR PROJECTION OR VIEWING BY TRANSMITTED LIGHT. SEE ALSO
4 $STEREOSCOPIC $SLIDES.
3 *SOCIAL ATTITUDES
2 USE $DISCRIMINATORY OR $PUBLIC $ATTITUDES.
1 SOCIAL DEVELOPMENT 03

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2      THE PROCESS WHEREBY INTERPERSONAL RELATIONSHIPS ARE
4      LEARNED DURING GROWTH TO ADULTHOOD. SEE ALSO !MANNERS
4      AND !SOCIAL !SKILLS.
3   •SOCIAL SCIENCES
2      USE !CITIZENSHIP, !DEMOGRAPHY, !ECONOMICS,
4      !GEOGRAPHY, !HISTORY, !SOCIAL !STUDIES, OR !SOCIOLOGY.
1   SOCIAL SKILLS                                          12 13
1   SOCIAL STUDIES                                         13
2      SOCIAL STUDIES CONSIST OF ADAPTATIONS OF KNOWLEDGE FROM
4      THE SOCIAL SCIENCES FOR TEACHING PURPOSES AT THE
4      ELEMENTARY AND SECONDARY LEVELS OF EDUCATION. SEE ALSO
4      !CITIZENSHIP, !COMMUNITY !HELPERS, !CONSUMER !EDUCATION,
4      AND !NEIGHBORHOOD.
3   •SOCIALIZATION
2      USE !SOCIAL !SKILLS OR !DEVELOPMENT.
3   •SOCIALLY DEVIANT BEHAVIOR
2      USE !DELINQUENCY.
1   SOCIALLY MALADJUSTED                                   01 02
2      INDIVIDUALS HAVING UNUSUAL DIFFICULTIES WITH SOCIAL
4      DEVELOPMENT.
1   SOCIOLOGY                                              13
1   SONGS                                                  15 17 18
3   •SOUND DISCRIMINATION
2      USE !AUDITORY !PERCEPTION.
1   SOUNDS                                                 15
2      SOUNDS ASSOCIATED WITH DAILY LIFE.
1   SPACE SCIENCES                                         13
3   •SPASTICITY
2      USE !CEREBRAL !PALSY.
1   SPATIAL ORIENTATION                                    11
2      ABILITY TO RELATE ONESELF OR OBJECTS TO SURROUNDING
4      SPACE. SEE ALSO !BODY !IMAGE AND !KINESTHETIC
4      !PERCEPTION.
3   •SPATIAL RELATIONSHIP
2      USE !SPATIAL !ORIENTATION.
3   •SPECIAL SCHOOLS
2      USE !DAY !SCHOOLS.
1   SPEECH                                                 13
3   •SPEECH EVALUATION
2      USE !SPEECH !TESTS OR !EVALUATION AND !SPEECH !THERAPY.
1   SPEECH HANDICAPPED                                     01
3   •SPEECH READING
2      USE !LIPREADING.
1   SPEECH SKILLS                                          12
2      SEE ALSO !ARTICULATION, !INTONATION, !VERBAL !ABILITY,
4      AND !VOICE !DISORDERS.
1   SPEECH TESTS                                           09
1   SPEECH THERAPY                                         10
2      USE FOR SPEECH CORRECTION.
1   SPEED READING                                          13 14
1   SPELLING                                               13
1   SPORTS                                                 13
2      INCLUDES ATHLETICS. SEE ALSO !PHYSICAL
4      !EDUCATION AND !RECREATION.
1   SPORTS STORIES                                         13
1   STANDARDIZED TESTS                                     09
3   •STANDARDS
2      USE !ADMISSION !CRITERIA AND !MORAL !VALUES.
3   •STATE AGENCIES
2      USE !AGENCIES.
1   STENCILS                                               15 17 18
2      SEE ALSO !DUPLICATING !MASTERS, !REPRODUCTION !MASTERS.
1   STEREOPSIS                                             11
1   STEREOSCOPIC SLIDES                                    15 17
3   •STIMULI
2      USE !AUDITORY, !HAPTIC, !TACTUAL, !VERBAL, OR
4      !VISUAL !STIMULI.
3   •STORIES
2      USE !ADVENTURE !STORIES, !ANIMAL !STORIES, !FANTASY,
4      !MYSTERY !STORIES, !MYTHOLOGY, !SCIENCE !FICTION, OR
4      !SPORTS !STORIES.
1   STORY CARDS                                            15 17
1   STORY TELLING                                          14
3   •STUDENT ALIENATION
2      USE !ALIENATION.
1   STUDY GUIDES                                           15
1   STUDY PRINTS                                           15 17
1   STUDY SKILLS                                           12
1   STUTTERING                                             01
1   SUBSTITUTION                                           01
2      ARTICULATORY DEFECT.
1   SUBTRACTION                                            13
1   SUBURBAN ENVIRONMENT                                   04
1   SUFFIXES                                               13
1   SUMMARIZING                                            13
1   SUPPLEMENTARY
1   SYLLABICATION                                          13
1   SYNONYMS                                               13
1   SYNTAX                                                 13
2      SEE ALSO !GRAMMAR.
3   •SYNTHESIZING IDEAS
2      USE !CONVERGENT !THINKING.
1   TACHISTOSCOPES                                         16
2      DEVICE OR MACHINE FOR CONTROLLING ILLUMINATION
4      OR DURATION OF PROJECTED IMAGES.
1   TACTILE MATERIALS                                      15
1   TACTUAL PERCEPTION                                     11
2      USE FOR HAPTIC PERCEPTION.
1   TACTUAL STIMULI                                        14
1   TACTUAL TESTS                                          09
1   TALKING BOOKS                                          15 17
1   TAPE CARTRIDGES                                        15 17
1   TAPE CASSETTES                                         15 17
1   TAPE RECORDERS                                         16
2      INCLUDES CASSETTE TAPE RECORDERS.
3   •TAPES
2      USE !AUDIO OR !VIDEO !TAPES.
1   TEACHER DEVELOPED MATERIALS                            15
2      INSTRUCTIONAL MATERIALS PREPARED BY TEACHERS
4      OR INSTRUCTIONS ABOUT SUCH MATERIALS
4      PREPARATION.
1   TEACHER EDITIONS                                       15 18
2      SEE ALSO !MANUALS.
3   •TEACHER RESOURCES
2      USE !RESOURCE !GUIDES OR !INSTRUCTIONAL !RESOURCES.
3   •TEACHING GUIDES
2      USE !MANUALS.
1   TEACHING MACHINES                                      16
2      SEE ALSO !AUTOINSTRUCTIONAL !AIDS, !PROGRAMMED
4      !MATERIALS, AND !SELF !PACING !MATERIALS.
1   TECHNICAL EDUCATION                                    13 19 20
2      PREPARATION FOR OCCUPATIONS BETWEEN THE
4      SKILLED TRADES AND THE PROFESSIONS.
3   •TEENAGERS
2      USE !ADOLESCENTS.
1   TELEPHONE COMMUNICATION SYSTEMS                        16
2      INCLUDES HARDWARE AS WELL AS APPLICATION
4      TECHNIQUES. SEE ALSO !HOMEBOUND.
1   TELEVISED INSTRUCTION                                  14
2      USE FOR CLOSED CIRCUIT TELEVISION
4      INSTRUCTION. SEE ALSO !EDUCATIONAL
4      !TELEVISION.
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3  •TEMPERATURE
2      USE !MEASUREMENT. SEE ALSO !METEOROLOGY AND !WEATHER.
3  •TEMPORAL ORIENTATION
2      USE !TIME !TELLING OR !TIME !PERSPECTIVE.
1  TEXTBOOKS                                              10 16
3  •THERAPY
2      USE !ART, !CRISIS, !GROUP, !HEARING, !MUSIC,
2      !OCCUPATIONAL, !PHYSICAL, AND !SPEECH !THERAPY OR
2      !BIBLIOTHERAPY.
3  •THOUGHT PROCESSES
2      USE !ABSTRACT !REASONING, !COGNITIVE
4      !PROCESSES, AND !CONVERGENT, !DIVERGENT,
4      OR !LOGICAL !THINKING.
1  THREE DIMENSIONAL AIDS                                 16
1  TIME PERSPECTIVE                                       07 13
2      SEE ALSO !AUDITORY AND !VISUAL !SEQUENCING, !CALENDARS,
4      AND !SEASONS.
1  TIME TELLING                                           13
3  •TOILETING
2      USE !SELF !CARE !SKILLS.
3  •TOKEN REINFORCEMENT
2      USE !REWARDS.
1  TOOLS                                                  16
1  TOTAL COMMUNICATION                                    14
2      SIMULTANEOUS USE OF FINGER SPELLING, SIGN LANGUAGE,
2      AUDIBLE SPEECH AND LIP READING TO FOSTER LANGUAGE
2      DEVELOPMENT WITH DEAF PEOPLE.
3  •TOUCH
2      USE !TACTUAL TERMS.
1  TOYS                                                   15
1  TRACKING                                               14
3  •TRAFFIC SAFETY
2      USE !DRIVER !EDUCATION, !PROTECTIVE
4      !VOCABULARY, OR !SAFETY !EDUCATION.
1  TRAINABLE MENTALLY HANDICAPPED                         01
2      !IQ 25-50.
3  •TRAINING TECHNIQUES
2      USE !TEACHING !METHODS.
1  TRANSPARENCIES                                         15
1  TRANSPORTATION                                         13
3  •TWINS
2      USE !SIBLINGS.
1  TYPEWRITING                                            13
1  UNIT PLANS                                             16
2      TEACHING PLANS FOR A MAJOR SUBDIVISION OF INSTRUCTION
4      WITHIN A COURSE! A UNIT IS GENERALLY COMPOSED OF
4      SEVERAL TOPICS AND INCLUDES CONTENT AND
4      LEARNING EXPERIENCES.
1  URBAN ENVIRONMENT                                      04
3  •VALUES
2      USE !MORAL !VALUES.
1  VERBAL ABILITY                                         12
2      SEE ALSO !COMMUNICATION !SKILLS, !EXPRESSIVE !LANGUAGE,
4      !LANGUAGE !ABILITY, AND !SPEECH !SKILLS.
1  VERBAL AUDITORY MATERIALS                              17 18
1  VERBAL COMMUNICATION                                   12
2      SEE ALSO !SPEECH AND !SPEECH !SKILLS.
1  VERBAL LEARNING                                        06
1  VERBAL STIMULI                                         14
1  VERBAL TESTS                                           09
1  VIBROTACTUAL STIMULI                                   14
2      SEE ALSO !SENSORY !AIDS AND !TACTUAL !STIMULI.
1  VIDEO TAPES                                            15 17
1  VISIBLE SPEECH                                         14
2      THE TRANSLATION OF SPEECH INTO A READABLE
4      FORM! THE SOUND WAVES OF SPEECH ARE

4      TRANSFORMED FIRST INTO ELECTRICAL IMPULSES,
4      AND THESE IN TURN INTO FLASHES OF LIGHT
4      WHICH ARE PHOTOGRAPHED.
1  VISION                                                 03
2      SEE ALSO !LOW !VISION TERMS.
1  VISION TESTS                                           09
3  •VISITING TEACHERS
2      USE !ITINERANT !TEACHERS.
1  VISUAL ACUITY                                          03
1  VISUAL CLOSURE                                         11
1  VISUAL DISCRIMINATION                                  11
1  VISUAL FIGURE GROUND DISCRIMINATION                    11
3  •VISUAL FORM DISCRIMINATION
2      USE !SHAPES.
1  VISUAL IMAGERY                                         07 11
2      MENTALLY FORMING VISUAL IMAGES OF OBJECTS OR EXPERIENCES
4      NOT PRESENT TO THE EYE. INCLUDES VISUAL MEMORY.
1  VISUAL LEARNING                                        06
2      INSTRUCTION WHICH UTILIZES THE LEARNER'S SENSE OF VISION
2      AS THE PRIMARY SENSORY STIMULUS MODE.
1  VISUAL MEMORY                                          11
1  VISUAL MOTOR INTEGRATION                               11
2      SEE ALSO !EYE !HAND !COORDINATION, !FINE
4      !MOTOR !SKILLS, AND !SENSORY !INTEGRATION.
1  VISUAL PERCEPTION                                      11
1  VISUAL SEQUENCING                                      07 11
2      ABILITY TO IDENTIFY AND ORGANIZE VISUAL STIMULI IN A
4      TEMPORAL ORDER. SEE ALSO !SERIAL !ORDERING AND !VISUAL
4      !IMAGERY.
1  VISUAL STIMULI                                         14
1  VISUAL TRACKING                                        11
1  VISUAL TRAINING                                        10 14
1  VISUALLY HANDICAPPED                                   01
2      SEE ALSO !BLIND AND !PARTIALLY !SIGHTED.
1  VISUALLY HANDICAPPED MOBILITY                          10 13
1  VOCABULARY                                             13
2      SEE ALSO !ANTONYMS, !CORE !VOCABULARY,
4      !GLOSSARIES, !HOMONYMS, !PROTECTIVE !VOCABULARY,
4      !SIGHT !VOCABULARY, !SYNONYMS, AND !WORD TERMS.
1  VOCATIONAL ADJUSTMENT                                  08 25
2      SEE ALSO !EMPLOYMENT, !JOB, AND !OCCUPATIONAL
4      TERMS.
1  VOCATIONAL APTITUDE TESTS                              09
1  VOCATIONAL EDUCATION                                   13 19 20 25
2      FORMAL PREPARATION FOR AN OCCUPATION NOT REQUIRING
4      THE BACCALAUREATE DEGREE. SEE ALSO !BUSINESS,
4      !PREVOCATIONAL, AND !TECHNICAL !EDUCATION,
4      !INDUSTRIAL !ARTS AND !ON THE !JOB !TRAINING.
2      SEE ALSO !INTEREST !SCALES AND !OCCUPATIONS.
3  •VOCATIONAL OPPORTUNITIES
2      USE !EMPLOYMENT !OPPORTUNITIES.
1  VOCATIONAL REHABILITATION                              10 25
1  VOCATIONAL SCHOOLS                                     21 25
2      INCLUDES VOCATIONAL TRAINING CENTERS.
4      SEE ALSO !TECHNICAL !EDUCATION.
1  VOICE DISORDERS                                        01
2      INCLUDES VOICE QUALITY.
3  •VOLUME
2      USE !MEASUREMENT.
1  VOWELS                                                 13
2      SEE ALSO !MEDIAL, !INITIAL, !LONG, AND !SHORT !VOWELS.
1  WEATHER                                                13
2      SEE ALSO !METEOROLOGY.
3  •WEIGHT
2      USE !BODY !WEIGHT OR !MEASUREMENT.
4      [illegible]
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2      USE $MEASUREMENT. SEE ALSO $CONSERVATION ($CONCEPT).
1   WHEEL CHAIRS                                              16
2      SEE ALSO $MOBILITY $AIDS.
3   *WILDLIFE
2      USE $OUTDOOR $EDUCATION.
1   WORD ATTACK                                               13
1   WORD RECOGNITION                                          13
2      SEE ALSO $READING $SKILLS AND $SIGHT $VOCABULARY.
3   *WORD STUDY SKILLS
2      USE $WORD $ATTACK.
3   *WORK ATTITUDES
2      USE $VOCATIONAL $ADJUSTMENT.
1   WORK STUDY PROGRAMS                                       13 14 2
2      SEE ALSO $PREVOCATIONAL AND $VOCATIONAL $EDUCATION.
1   WORKBOOKS                                                 15 18
2      PRACTICE MATERIALS, USUALLY IN PAPERBACK FORM, WHICH
4      ACCOMPANY OR COMPLEMENT A TEXTBOOK.
1   WORKSHEETS                                                15 18
1   WORKTEXTS                                                 15
2      ALTERNATING TEXT AND EXERCISE MATERIALS BOUND
4      TOGETHER, USUALLY IN CONSUMABLE PAPERBACK FORM.
1   WORLD HISTORY                                             13
1   WRITING SKILLS                                            12
2      INCLUDES COMPOSITION SKILLS AND CREATIVE
4      WRITING, BUT NOT HANDWRITING.
1   ZOOLOGY                                                   13
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Price: $15. (9) Catalog Date: ______ (9)

CEC ERIC Descriptors (use thesarus) ______ (11)

[PLEASE USE DESCRIPTORS TO COMPLETE THIS FORM]

II. Classification

Educational Information

Primary Mode-input auditory Secondary —

Method of Output Optional

Area of Focus: Listening Communication Skills, Auditory Discrim & Concept

Pre-requisite Skills auditory memory logical thinking
(at least one descriptor from each of group A & group B)

Descriptive Comments Teacher could ask for verbal, manual, kinesthetic (12 &14) or no output, depending on own objectives. Accent is on sounds in environment, utilizes many sound effects

Use: Instructional Level Primary Minimum CA 5

Interest Level Primary Minimum MA 5

Audio Presentation Method storytelling/simulation Child-use ✓ Teacher-directed ✓

Materials Use Instructions: Teacher's Manual yes ✓ no ____

Objectives Presented to improve listening abilities

✓ Cognitive to encourage awareness of sound environment
__ Phychomoter to stimulate creative thinking
✓ Affective

Follow-up Activities:

Teacher directed	required ____	suggested ✓	none ____
Child-use	required ____	suggested ✓	none ____

Lessons (check one) singular ____ multiple ✓ sequential ____

Approximate time per lesson 15" per side, varying time per segment (3" to 10") Total number of lessons 4 sides, 14 segments

Setting(s) individual ✓ small group ✓ large group ✓

Special Features of Materials ______ (13)

USE DESCRIPTORS!!

Equipment Information

Equipment needed cassette recorder (or reel-to-reel tape recorder or phonograph) (8)

Audio format (cassette, records, etc.) cassette (also available on 33⅓ records & reels)

How many of each? 2

Time per cassette, record, etc. 30 min. (15 min per side)

Special features of equipment ______

*Numbers indicate parallel item on NIMIS
Master Record form

Classified by P.S.

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
Coordinator: Ted Ward
515—353-7836

AUDITORY INSTRUCTION AND HANDICAPPED CHILDREN

--A Collection of Papers--

The following papers are designed to examine the use of auditory instruction with handicapped children. Auditory instructional materials, as an advantaged form of instruction, have been used with blind and visually handicapped learners for quite some time. The uses with other handicapped learners, however, has not been exploited to any great extent. It is the purpose of these papers to stimulate interest and ideas regarding the potential for auditory instruction with many types of handicapped learners. Though the thoughts and ideas presented are primarily suggestive at this stage, it is hoped that an increased focus on this form of instruction will yield more information to further understand the topic of auditory instructional materials.

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall · Michigan State University · East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

AUDITORY LEARNING AND LEARNING DISABILITIES

The use of auditory instructional materials has large potential with the population of children who have learning disabilities. Within this population, the largest percentage are reported to have reading problems and/or visual motor difficulties. Auditory instructional materials can provide a viable form of input to these learners.

Little specific research has been conducted regarding alternate forms of auditory presentation that may benefit different types of learning disabled children. The use of compressed and/or expanded speech may prove helpful to the easily distracted child. The reluctant or withdrawn child may benefit from "private" listening experiences. For the anxious child, the use of student-paced material with built-in feedback or equipment that will record the student's voice along with that on the tape may prove reassuring.

The area of learning disabilities is just beginning to utilize a fairly large amount of auditory learning materials to assist in instruction. In the very near future there will be a growing need for the creation of specific auditory learning materials for identified learning disabled children and also the training of teachers in the design and use of these materials. From all indications we are moving rapidly in the direction of increased instruction through the auditory modality and it would seem that many learning disabled children will benefit from this increased emphasis.

James W. Fleming
S. Joseph Levine

January 1974

*Member — Special Education RMC IMC Network — Bureau of Education for the Handicapped — U.S. Office of Education — An Equal Opportunity Employer

ADVANTAGES OF AUDITORY LEARNING MATERIALS FOR THE PHYSICALLY HANDICAPPED

The population of physically handicapped, excluding visually impaired and hearing impaired, consists primarily of crippled and otherwise health impaired. Many of these children seen in public school programs have muscular dystrophy, spina bifida and various types of cerebral palsy. For them, the process of absorbing information by reading is often cumbersome and tiring.

A growing subset of this population is emerging and is currently classified as multiply handicapped. These children, in addition to being physically handicapped, may also be developmentally retarded, show evidences of being emotionally disturbed and/or have severe learning problems.

If we are to consider the cognitive and affective advantages of auditory learning materials for this second and more handicapped population, then we begin to overlap with the advantages afforded the other populations (i.e. learning disabled, mentally retarded, etc.) which are referred to elsewhere.

Most of the remaining distinct advantages of auditory learning materials for the physically handicapped fall into the psychomotor domain. These advantages appear to be:

1) An instructional cassette is lighter in weight than a book. For a physically handicapped child with little upper extremity muscle strength, this is an advantage.

2) It requires less fine motor skill to push a button on a tape recorder than it does to turn the pages of a book.

3) Instructional feedback is more easily given through the auditory channel, and is more consistent with day to day living experiences.

4) A larger body of information can be made available before a manipulative attempt must be employed; i.e. a child can hear more from a tape before he has to push a button than he would see before he would have to turn a page.

5) In the auditory area, there is more potential for adapting and modifying materials and equipment to specifically fit the physically handicapped learner's needs. (i.e. planned spacing, compressed speech, cued listening, etc.)

6) For the child with limited visual attention because of fatigue factors, (a concomitant physical problem with this population in many instances) listening (rather than reading) for information gain preserves remaining eyesight.

Nancy Carlson
December 7, 1973

AUDITORY INSTRUCTION FOR THE DEAF

Although the education of deaf students involves considerable amounts of visual input, the deprived sense (hearing) must be developed to its fullest potential. The development of listening skills is as important for the deaf student as it is for his hearing peer. Selected records, audiotapes, audiocards, and other auditory stimuli, such as group aids, are essential to the full development of the individual's learning capacity.

Auditory material for hearing impaired might be used for (at least) 1. Training in basic auditory--perceptual and integrative skills; 2. Practice in comprehension of spoken language; 3. Practice in association of spoken language with speechreading and reading of printed words; 4. Modeling of stress, rate, and other characteristics of spoken language, and 5. Information transfer.

The deaf student must use all the residual hearing that he has. Awareness of sounds for the deaf may begin with the recognition of gross sounds and progress to a higher order of frequency interpretation and response, such as speech recognition.

AUDITORY LEARNING FOR THE MENTALLY RETARDED

By definition, mental retardation has no special auditory connotations. Practically, however, the prevalence of hearing problems among the retarded is higher than among those of average intelligence. This may be due to (1) an impairment which can, at one time, result in both reduced intellectual as well as hearing defect, as in cerebral palsy, (2) separate defects of hearing and intellectual function, and/or (3) an interactive effect wherein reduced hearing function adversely effects already reduced intellectual function. Such examples are more appropriate to the severely and profoundly retarded than they are to the mildly retarded and they act to make the auditory modality disadvantaged in the former.

Hearing acuity and auditory learning are not identical in retarded or non-retarded persons. Where such problems exist in the retarded, materials and methods used with the deaf and hard of hearing may be suitable if appropriately modified to account for the reduced intellectual function. Further, there are no data (known to me) which suggest that auditory learning may, in fact, not be disadvantaged in some retarded persons regardless of severity of retardation.

In the mildly retarded, familial factors related to socio-economic level, health practices, or education, are probably more instrumental in creating auditory disadvantagement than any identifiable physical or neurological defects. This suggests that environmental manipulation may well be employed in discovering the advantaged receptive mode and in exploiting it. The research literature suggests that auditory learning has been successful, in various attempts, with the mildly retarded, at least short term.

James McCarthy
March 1974

AUDITORY LEARNING AND THE EMOTIONALLY DISTURBED AND AFFECTIVELY HANDICAPPED

by

Jacqueline Crain

Auditory learning presumes many things: an intact auditory system which can receive, recognize, and retrieve auditory experiences; opportunities for and exposure to auditory stimuli; an organism motivated and curious about its surroundings; an adequate self-concept. The child who finds his ego or self-concept threatened by experiences which he cannot comprehend or accept, or who is involved in personal crises, or the child who finds auditory experiences unpleasant will deny or tune out auditory stimuli.

It is difficult -- at times impossible -- to distinguish true from hysterical or selective deafness. Even more puzzling is the child who "denies" particular sounds or words or concepts which might be incompatible with his doubt, conflicts and shaky ego-structure. We often do not know if the child is hard-of-hearing or brain-injured or having successive petit mal seizures or perceptually handicapped or emotionally involved. Diagnosis must be continuous and preferably would involve a parent or teacher who is extremely observant of the child's limb movements, behavior, pauses, eye movements, etc.

The emotionally disturbed child has difficulty at all levels of auditory learning: awareness, reception, discrimination, memory or retrieval, association, comprehension. At each of these levels or processes he is having problems with self and others, dealing with real or imaginary threats to his ego, with tuning in to a world he finds frightening. Learning involves a change in behavior. The child who cannot cope with his problems is often fearful of learning and changing; he is disinclined to be challenged or motivated, to face even more possibilities of failure and ego-shattering threats to his vulnerability.

Children will use refusal to learn to punish those whom they feel to be causing their problems, real or fanciful. In our culture, where grades and school achievement are so highly regarded, the passive-aggressive child can score a signal victory over parent, teacher, and society by not learning.

We can close our eyes to that which we wish to avoid or to shut out. Tuning out auditory stimuli is much more difficult. Yet the emotionally disturbed child is prone to "close his ears" to a world which is overwhelming: he therefore closes out the channel through which the world might bring him those skills, concepts and attitudes which would effect the very adjustment he needs and seeks to achieve his potential - the love relationship which underlies all other achievements in life. And self-actualization.

Working with the emotionally disturbed/affectively handicapped child generally requires talk -- talking through one's problems in nondirective therapy, life-space interviews; even behavior mod demands attending to the facilitator or instructor, listening to the target behavior, discussing the system itself. Listening is basic. However, paradoxically, one of the impervious characteristics of the disturbed child is his inability to forget. This is the child who broods, becomes paranoid, cannot forget the incidental or unimportant details; in fact, his listening and memory are colored by his poor image of self and the perseveration of unpleasant feelings about a situation. He also lacks affect; often the child demonstrates a flatness of affect or feeling. He needs to be encouraged to emote, to have feelings, to be angry, fearful, joyous.

For the disturbed child, "listening" is an investment, requiring interest, empathy, sincerity and involvement on the part of all concerned in the educational and psychological therapies of the child. Teaching is a relationship; talking and listening are the basic avenues of this relationship.

MUSIC THERAPY AS AN AUDITORY LEARNING TASK

by

Jacqueline Crain

Musicians have long known the value of a "good ear" and "good vibrations". Music is encapsulating; it involves the whole person. Music will reach the infant - to soothe and entertain; the retarded - to teach movement, concepts, vocabulary; the autistic - to communicate when nothing else can penetrate; the stroke victim or aphasic, whose language area may be impaired but whose musical ability is often left intact; the culturally different - who find music and rhythms to be universally appealing.

The ear, unless it is physically defective and incapable of transmitting sound, is always "on", even during sleep, even during psychotic breaks with reality. Processing of auditory stimuli is much more complex, however. The intact hearing mechanism will receive the stimuli. But recognition, association, retrieval, and comprehension are dependent upon an integrity of the nervous system that does not always exist. The brain becomes increasingly differentiated with age and experience. And certain areas of the brain seem to deal more specifically with movement, vision, language, conceptualization, feelings, etc.

The best learning is that which utilizes many channels of input of experience and stimuli. This allows increased patterns of communication and storage of information. Retraining or rehabilitation of the dysfunctioning learner will often need to utilize several learning pathways to evoke the retrieval of words, experiences, concepts, and movements.

For the auditorially perceptually impaired, music provides other channels for imprinting information: haptic, motor or kinesthetic, language, visual. Matching tone with tone (as on the piano), or tone with one's own voice, will increase auditory discrimination. Simple repetitive songs will help to develop memory, retrieval, vocabulary, motor patterns (which may later evoke auditory retrieval). Some children have to actually "act through" a concept or word, utilizing the movement patterns, melodies, etc., which had been taught concomitantly.

Recognition of simple melodies is a possible precursor to sequential memory on a non-language level. It provides a cross-cultural, no-age-barrier, multi-sensory, socially acceptable avenue. Young children "of all ages" respond to music; the effect is often affect. There is pleasure, one of the simplest, most basic emotions or feelings. And we learn that which brings us pleasure. This is the basis of all approaches to learning, be it behavior mod, operant conditioning, humanistic teaching, free school, etc.

Fringe benefits of music as therapy and instruction would be the social advantages of being "in", knowing the current songs, the music of one's heritage - church, school, country, even recent tv, radio and record hits. Ability to play a musical instrument can open many doors to companionship for the often lonely, isolated child who has had emotional problems and finds social roles difficult. Further, the coordination, integration, and organization necessary to play an instrument or join a band or musical group, no matter how primitive, has untold benefits for the disorganized, disintegrated, confused child who has had trouble "getting it all together". Even the blending of musical instruments in the playing of songs provides an opportunity to utilize figure-ground, comprehension, recognition, retrieval, etc., in a way no other activity can match as to pleasure and challenge.

There is a problem for the young and possibly the seriously disturbed in the danger of overstimulation of sound and "clutter" in current records and tv programs. Caution should be exercised if the child appears to be too "turned on" and "hyped" by music. Basically, however, there is an emotional involvement that cannot be denied any child who demonstrates interest in music. For music is the universal language.

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SUMMARY OF PROCEEDINGS

Chicago O'Hare International Tower
July 17-18, 1973

I. CONSORTIUM MEMBERS PRESENT

Tuesday, July 17

Bernadette Alber - Resource teacher, Evanston Township High School, area of vision

Corinne Cloppas - Illinois IMC, area of listening skills

Dan Dolbert - Illinois subcenter, works on different projects than Illinois IMC

Bonnie Wakefield - Kentucky IMC, materials specialist

Diane Ewing - NCEMMH, Communications Officer

Alan Cotzin - NCEMMH, coordinator of subcontracts

David Sabatino - Pennsylvania RRC, auditory perception research under USOE BEH

Hugh Summers - Southwest RMCD, deaf and hard of hearing, now developing package for teacher use of auditory equipment

Carson Nolan - APHB, educational research and development

James McCarthy - Wisconsin IMC, project director, area of mental retardation

Ted Ward, Joe Levine, Nancy Carlson, Lynn Kinzel, Michigan IMC

Wednesday, July 18

Wakefield, Cloppas, Alber, Ewing, Sabatino, Cotzin, Summers, Nolan, McCarthy, Ward, Levine, Carlson, Kinzel

Gloria Calovini, Illinois IMC

Robert Stepp, Nebraska, Midwest RMCD

NOTE: No representation at these meetings from Oregon or Colorado IMCs. Bill Pellant (Oregon) was scheduled to attend.

II. INTRODUCTORY DISCUSSION

A. Consortium will pay for expenses of those members of the Consortium in attendance. BEH has given green light for this meeting, in advance of full funding of the Consortium.

B. Handout "Topics, Problems and Issues for Discussion" was distributed to each member and projected on overhead. A brief reading of this material gave an overview of what should be covered at the meetings.

III. REVIEW OF THE HISTORY AND INTENT OF THE CONSORTIUM (Point 1)

--MSU has "both feet" in auditory learning (as coordinator of the Consortium on auditory learning materials and as the developers of auditory learning materials as stated in the FY'74 proposal.

--Consortium's auditory learning materials will involve much more than just the visually handicapped. (See Advantaged Instruction)

--BEH push toward child-use materials; Consortium needs inferfacing within the Network for ideas, products, and field testing.

REPORT ON "ADVANTAGED INSTRUCTION" - Joe Levine

Definitions to clarify the distinctions
--Remedial - instruction to build in weak areas
--Maintenance - instruction to maintain as much as child is able to learn - limit has been reached
--Advantaged - build weak areas through child's strong channels. e.g. teach to the child's strengths; through strengths to weaknesses; work with what child has available; (auditory learning, not auditory impaired).

COMPENSATORY PROCEDURE - David Sabatino

--compensatory learning style: learner and his own development of one channel when another channel is deficient.
--compensatory instructional procedure: teacher who uses materials to bypass a deficient channel.

OTHER

--Dr. Sabatino suggested several times during the meeting that there needs to be initial development of auditory materials because there is practically no literature in auditory learning. Most of the literature has to do with the visual channel. There are only 3-4 pieces of auditory literature for every 60-70 pieces of visual literature.

--Question: How do we distinguish what the Consortium is doing with what others are doing for normal kids?

a) What we are attempting to do might also be useful for normal kids, but it has to be done for the handicapped child.

b) For the normal child it is more efficient to use print, thus auditory learning is given little attention.

IV. PRODUCTS ENVISIONED (Point 2)

A. Immediate goals: identify, field test, recommend commercially available auditory instructional materials

Looking to organize and integrate efforts to produce sets of materials. Exploratory audio instructional games.

B. Long Range Goals: Develop new materials by Consortium.

Within 1 or 2 years the Consortium hopes to be able to develop a whole curriculum task in a specific area which would lend itself to auditory learning. Develop analogue to Project LIFE, perhaps.

V. ROLES OF LEADERSHIP AND COORDINATION (Point 3)

--Joe Levine briefly presented 7 strategies of the MSU Consortium proposal.

St. 1 -- 2 meetings during the year for sharing and communication
-- circular (1st year not guided by Consortium but used to acquaint members with what is going on at the centers.
-- advisement services

St. 2 -- management - necessary to provide cohesiveness and compatibility with all Centers, thus it is impossible to legislate or give charges. (Later, Summers and Sabatino explicitly stated that the Consortium needs to be managed and there was general agreement among the other members of the Consortium.)

St. 3 -- provide a scholarly base of information to share with the members of the Consortium.
-- develop a workable way of defining materials and classifying; then define target population
-- descriptor list, common vocabulary

St. 5 -- development of materials after the first year. Assumes that a lot of people will really be interested in this. Hope for an increase of budget in years ahead for this particular area. Encourage non-duplicative efforts; encourage other units to extend efforts of others.

St.6 & 7 -- systematize and field testing of materials
-- hope for cooperative field testing.
-- Stages of field testing
Level 1 - exploratory - see if product is feasible - just try out
Level 2 - pilot example - formative evaluation (is it doing what it's supposed to do?) Field testing done at nearby place so developer can watch it and revise it.

Level 3 - becomes a part of preliminary set, not isolated material. Tested at other unit test sites. Test external validity, build prototypes.

--It is possible that all centers won't be doing the same things. Some center may just do all field testing.

VI. PROBLEM AREAS (Point 4)

A. GLOSSARY OF TERMS - Dr. Sabatino expressed at various points throughout the conference the need for a common vocabulary, a glossary of terms, which would allow all members of the Consortium to mean the same thing by the same term. Dr. Ward requested that Dr. Sabatino maintain a list of terms that needed definition and provide appropriate definitions. Dr. Sabatino will have this material disseminated to Consortium members by July 27, 1973 for revision and comment as Task 1 of the Consortiums specific goals agreed upon as a result of this conference. (See TASKS AND TIME LINE)

B. TARGET POPULATION - There was a lot of discussion about target populations because each Center has their own specific area of interest. Dr. Ward suggested that for now this question remain open. We would start with visually handicapped, multiply handicapped, etc. and investigate how materials could be used for other audiences.

It was also suggested that instead of defining by type of handicap, target population should be defined by skill area--auditory--and within skill area by different levels of specificity. However, it was not clear how things would be done differently for different levels of specificity.

Another suggestion: Target population would be any individual for whom visual or tactual reading is a problem.

C. THE SEARCH (See also feedback from small group discussions)

--The hardest part of the search is the screening - evaluating inclusion on subjective basis.
--Must have rationale for selecting material for inclusion.
--Carson Nolan suggested that the National Center be responsible for providing search procedures so that all Centers do an adequate job of searching materials.
--To ensure comprehensiveness, there needs to be a format.

- --Another member suggested that MSU determine criteria for gross inclusion in the catalog.
- --Materials included should be any material with auditory input characteristics.
- --The materials can be divided into retrievable categories later (descriptor discrimination)
- --MSU act as clearinghouse for materials
- --Searchers must be willing to do things a little differently than if the Consortium didn't exist. Compromise.
- --What materials can go into the Consortium?
  - include procedures in contrast with published materials?
  - what about materials that can't be purchased by users?
  - list by degrees of availability?
  - McCarthy looking for unique materials - classroom, research besides commercial. Any source is useful.
- --How to limit the area of search for each Center
  - Divide by authors - A-G, etc.?
  - Divide by specific area of interest?
- --Assumptions
  - Everyone similarly competent - arbitrary assignment
  - Each center has own interest and competencies and would be better able to cover certain areas
- --MSU will contact Centers to assign areas of search.
- --Nolan suggested that catalog search was ineffective. Must get the actual materials. It was decided this comes later since this is only a preliminary catalog.
- --hunt for species of materials.
- -- 1) go through commercially available auditory materials that exist
  - 2) those materials that can be used with adaptations (2-3 yrs)
  - 3) those materials that can not be used at all.

D. EVALUATION OF MATERIALS - DESCRIPTOR VOCABULARY

- --How can result of search be exchanged in useful way?
- --Should have common, comprehensive format for products so sharing of materials will be alike.
- --All centers should not evaluate the same material, but should have uniform evaluation model.
- --Armstrong committee--use base of existing (descriptor) information. Cue into those parts - not do new research on evaluation descriptors - use output - facilitative.

V. REPORT OF EACH CENTER AS TO WHAT IT IS DOING, WHAT IT CAN CONTRIBUTE TO THE CONSORTIUM AND WHAT HELP IT CAN GET FROM THE CONSORTIUM.

A. ILLINOIS:

(Dolbert) - working with 3 separate projects:

1) materials for training teachers
2) auditory materials for visually handicapped
3) identify and field test materials for severely multiply handicapped and for all areas with priority on young children

Illinois now has mandatory program 3-21. Need to identify material and field test material because no one knows if materials are accomplishing objectives

NEED: rationale for selection of material, what target population, what areas, which materials, methods of evaluating, target date.

SHARE: identification and field testing (3-10 test centers in Illinois), evaluation components and dissemination, gaps and needs for additional development.

(Cloppas) isolate and identify literature and materials especially for visually impaired
now going through ERIC to see what is currently available
needs of visually handicapped as relates to auditory--see if need to create new materials
target population: 11-12 year olds (least appropriate materials available for maturity of child)
work with teachers in Illinois; these teachers will help to evaluate the materials

(Alber) need to delimit population
lack of listening ability in high school and college age
NEED: already identified materials they can evaluate (they don't plan to field test)

KENTUCKY: (Wakefield)

auditory materials is secondary body of operation, not primary
searching for multiply handicapped and career education material
Blackhurst developing training packages for IMCs (Project 6), reading program done in last couple years is continuing in field testing stages

SHARE: Will try to catch auditory materials when searching for their specific materials
Can develop field test sites - Sterrett has diverse sites, cooperative channels with local school districts, some test sites inhouse, abundance of sites
Will help with the identification of auditory materials when they know what we want.

PENNSYLVANIA: (Sabatino)

last 18 months assessing what auditory perception is, e.g. componant parts, arousal, attention, etc.
most auditory materials are lost due to mental capacity
1) auditory perception discrimination
2) auditory perception retention
3) auditory perception sequencing
in studying regional differences, cross population, not getting variance as supposed
target audience: 0-9 (0-4/6-9)
decision tree, utilize componants
one material better than another--need to look at objectives

NEED: established descriptor list
learner aptitudes
maze or grid of developmental tasks
initial development of materials since there isn't much to be adapted
task analysis of what exists

SHARE: descriptor skills (Central Coordinating Unit)
100 resource teachers (can provide 14 for us)
1 target site
will do what ever he can with vigor
offered annotated listing of teaching procedures and research material for annex publication

Q. Which areas aren't there any materials for?
--retain what hear
--sequence for sounds
--morphological rules

NEW MEXICO: (Summers)

have nothing so far - have done some search, not sure if has to do with auditory materials
don't want to do original development of products
field test "our own" products

SHARE: will do search, modification, identification of effective instructional materials having to do with auditory input
will take systematic look at what could be modified

APHB: (Nolan)

have mainly to do with production and distribution of materials, 8 studios, professional readers
professional producers of media - hard and throw away record capacity
mass productions of cassettes (spent 1/2 million dollars on equipment)
world wide distribution
variable speech
design and manufacture players and recording equipment
modification of commercially produced materials for auditory users

research interest, learning through listening for visual handicapped
indexing of recorded material
now developing auditory materials as accompaniment for previously produced materials, geographical concepts, early language development (Listen/Think Series), math (abacus), recorded encyclopedia, Study Through Listening

SHARE: Will contribute as far as production and distribution specifically re: blind
has good rapport with schools in that area and in Canada; can help with field sites
have bibliography on listening skills - only in area of blindness though
help with research

NEED: format for search

WISCONSIN: (McCarthy)

mental retardation is primary interest
locate materials suitable for severely retarded which could also be of concern for auditory
will accept information for reference file which will be obtained through minimum of effort
won't purchase very many items

SHARE: test sites
will do formative evaluation and a little bit of field testing

NEED: conceptualization of problems

NATIONAL CENTER: (Ewing)

will stimulate and cooperate with the consortium
don't want to duplicate efforts
their projects are concerned with the following:
1) needs assessment
2) commercial producers file
3) field test criteria and sites
4) thin market production and distribution
5) materials evaluation
    panel coming in to set up evaluation criteria
    will go over only materials that they have
6) subcontracts
7) external/internal auditors
8) teacher competency
9) improvement of communication efforts
10) information delivery system

have a list of all Network produced child-use materials

(Cotzin)

expanding producers guide
will help with problems in adapting materials (copyright informaton, legal consultation)
Will serve as input channel on materials for kids
Will give expertise and work cooperatively to accomplish goals of Consortium
When giving tasks, though, N.C. should go last
Consortium can tap their resources; they will help and assist but not do anything specific. Will work in whole area with Consortium.
Consortium will act as springboard for activities going on at N.C.
Will help market
N.C. is developing evaluation criteria for readers of materials they've collected now.
Dissemination of final products coordinated by N.C.
N.C. can provide information on what Center has what material and who has judgmental evaluative material on that material already; preliminary search lists will be sent to N.C. for that information.

MSU: (Carlson)

"Sounds and Images", for creative or gifted, used for MR
try other types of format for interest
  1) some things aren't on remedial tracks
  2) can be adapted--does relate to other target areas

(Levine)

1) searching - auditory advantaged - file of materials
2) field testing - Network Evaluation Committee - sites in Mich. and beyond, available materials
3) modify available materials; interactive vs. passive
4) new formats: simulation, compressed speech, expanded speech, games (6 defined formats)
  not test content as much as format; viability of format
5) content oriented base material in specific area

NEED: help in examining what is available
field testing

VI. TASKS AND TIME LINE

1. Sabatino will send Glossary of terms to other members of Consortium by 7/27/73 for revision and inclusions. Must get agreement and closure on this material before next meeting. This will be working vocabulary, not descriptor list.

2. Give definition by Center of specific areas for search

    Ill., APHB - visual handicapped
    Wis., Ky. - mental retardation
    Nebr. - deaf
    MSU - physical handicapped, and misc.

    what is meant by auditory materials?
    what should be included in basic search?
    criteria - what is to be included and what isn't to be included?
    broad categorization with limits

    by 9/15/73

3. Search to build total catalog. MSU will phone each Center to sub-divide and assign sources according to interest.
    Search conducted by Ill., APHB, Ky., Wis., Mich.

    Illinois needs search material before rest of centers
    Material will be to Ill. by 11/15 (what is available at that time)

    Search completed - 3/15/74
    Camera ready - 4/15/74

FUTURE MEETINGS:

Meeting last of November to discuss long range objectives of Consortium, and operational hassles, hang-ups and happy hopes on the search tasks.

Preliminary sharing of lists on 1/15.

PRODUCT 1: Preliminary catalog to be published and disseminated

MISC. Hugh Summers will represent Consortium at meeting in Washington on July 27, 1973.

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AGENDA

1. GLOSSARY - a final review of existing terms and the addition of new terms.
2. "AUDITORY INSTRUCTION" PAPERS - a sharing of brief papers to explain the use of auditory instruction with handicapped children.
3. MEMBER UNIT ACTIVITIES - an update on the activities of Consortium members.
4. SYSTEM INPUT - an explanation of procedures to classify (input) auditory learning materials.
5. SYSTEM OUTPUT - the creation of an output format for the Consortium Catalog of auditory learning materials.
6. AUDITORY LEARNING PAPERS - a call for papers on auditory learning and auditory learning materials to be published by the Consortium.
7. AUDIO NEWSLETTER - feedback.

Comparison w/ E

A Coordinated Affiliation of Special Education Network Units
Bureau of Education for the Handicapped—U.S. Office of Education—An equal Opportunity Employer

AUDITORY LEARNING MATERIALS CATALOG

QUESTIONNAIRE #1

INSTRUCTIONS:

Please examine the attached sheet from a catalog of auditory learning materials.

If this sheet were to be altered to a half page, printed front and back, which items on the sample sheet would you prefer to have on the front of the sheet?

List the items to be put on the front of the sheet below:

____

____

____

____

____

____

____

____

____

Thank you!

USOE/MSU REGIONAL
INSTRUCTIONAL MATERIALS CENTER
213 ERICKSON HALL
MICHIGAN STATE UNIVERSITY   EAST LANSING, MI 48823

1

BEGINNER'S BIRD BOX

Julia K. Fenderson
University of Southern California

c. 1973

USE DATA

Age level:	Primary grades Intermediate grades
Interest level:	Primary grades Intermediate grades
Minimum CA:	6
Minimum MA:	6
Setting:	Individual Group
Time needed:	10 minutes/lesson 10 lessons

MATERIALS

- 12 picture cards
- 1 cassette
- 1 teacher guide

COMMENT

- well illustrated
- music and words for songs are included
- adaptable
- easy to listen to and follow directions
- learner is instructed when to stop cassette and repeat a section
- objectives are clearly presented in teacher guide

SUMMARY DESCRIPTION

Area of focus:	science study of birds
Pre-requisite skills:	auditory memory reading
Objectives:	· identification of 8 birds and their ca · identification of bi eggs and silhouett · identification of ch teristics of diffe birds · identification of wa birds help ecology

COST: $12.95

PRODUCER:

Educational Insights, c.
211 South Hindry Ave
Inglewood, Californi 301

BEST COPY AVAILABLE

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward

515—353-7836

AN INTRODUCTION TO SUB-CHANNEL RADIO

KEYED TO VOLUME 1, No. III of the
AUDIO NEWSLETTER.

A Coordinated Affiliation of Special Education Network Units
Bureau of Education for the Handicapped—U.S. Office of Education—An equal Opportunity Employer

I. WHAT IS IT?

Every FM radio station has the potential of offering at least two sub-channel services. One sub-channel is generally used for stereo broadcasting. The second is often not in use; if it is, it is generally used by commercial radio stations on a rental basis to provide background music in department stores, doctors' offices, etc. Non-commercial FM radio stations, licensed to public school systems and to colleges and universities, can use the second (and perhaps the first) sub-channel to provide instruction and information for blind and physically handicapped individuals, and to provide instructional and continuing education programming to educators, doctors, nurses, engineers and other professional groups.

II. HOW DOES IT WORK?

Classroom instruction, seminars and conferences are produced live or pre-recorded for broadcast over the sub-channel station. The recipients of this information must have a pre-tuned, single-frequency receiver set at the sub-channel frequency. The signal received cannot be heard by the general public on their "home" receivers. Each receiver presently costs approximately $50. Signals are receivable with good quality within a 50 mile radius, depending upon terrain, power, and antenna height. Groups of individuals may receive the information through a centralized receiver located in a classroom, conference room, or auditorium while others take part in the conference or instruction with an individual receiver in the home or office.

III. WHAT IS TWO-WAY SUB-CHANNEL?

One-way radio is just as the name implies: Information is broadcast by the radio station and received by the listener. Any and all questions from the listener generated by the information broadcast must be presented by telephone. One-way sub-channel radio is the most efficient method of transmitting hard information or reading materials to specific individuals in their homes or offices.

The two-way radio technique preserves the all-important instructor/student relationship, since an interchange of questions, answers, and discussions takes place almost as easily as it does when individuals are face to face. It is also important for those considering the possibilities of two-way radio to realize that there is no lack of visual components. Visual aids can be used extensively, since the participating students gather in groups where two-way radio facilities are available. The visual components include mimeographed material, videotapes, and projected transparencies distributed in advance to each participating group. All participants view and discuss a given slide, videotape performance, outline or chart at the same time.

IV. WHAT KINDS OF PROGRAMS DOES SUB-CHANNEL BROADCAST?

To give you a sample of programming currently available over the sub-channel service, see Appendix A, from the November, 1973, program guide of the Minnesota Radio Talking Book service.

V. WHO CAN I CONTACT FOR MORE INFORMATION?

Mr. Richard D. Estell
General Manager
WKAR AM and FM
112 Auditorium Building
Michigan State University
East Lansing, Michigan 48824

APPENDIX A

What is the Radio Talking Book?

THE RADIO TALKING BOOK IS A "CLOSED CIRCUIT" NETWORK NOT AVAILABLE TO THE GENERAL PUBLIC. ANYONE EXPERIENCING DIFFICULTY READING BECAUSE OF A VISUAL OR PHYSICAL IMPAIRMENT MAY APPLY FOR THE LOAN OF A RECEIVER. PERHAPS YOU KNOW OF SOMEONE WHO MIGHT ENJOY THIS TYPE OF SERVICE. WRITE OR CALL US TO DETERMINE WHETHER THIS SIGNAL IS AVAILABLE IN HIS AREA. WE ALSO KEEP WAITING LISTS OF PERSONS NOT YET WITHIN SIGNAL RANGE.

VOLUNTEERS AFFILIATED WITH THE AGENCY MAY SAMPLE PROGRAMMING BY BORROWING A RADIO TALKING BOOK FOR A LIMITED PERIOD OF TIME.

MINNESOTA WAS THE FIRST STATE TO INITIATE A READING NETWORK FOR THE VISUALLY AND PHYSICALLY HANDICAPPED. IT BEGAN IN 1969.

General Program Information

THE FOLLOWING IS THE PRESENT SCHEDULE OF BROADCASTING ON THE RADIO TALKING BOOK NETWORK. BROADCASTS EMANATE FROM THE STUDIOS OF MINNESOTA STATE SERVICES FOR THE BLIND. PROGRAMS WILL BE PRE-EMPTED FROM TIME TO TIME TO BRING YOU BROADCASTS OF CURRENT OR VERY SPECIAL INTEREST. PLEASE NOTE IN THE DAILY SCHEDULES THAT INFORMATION IS LISTED AS FOLLOWS: PROGRAM TITLE, BOOK TITLE, COPYRIGHT DATE, NUMBER OF BROADCASTS (NOTED AS Br.) AND STAFF OR VOLUNTEER BROADCASTER. YOUR COMMENTS AND SUGGESTIONS ON PROGRAMMING ARE MOST WELCOME DURING OFFICE HOURS, 8:00 A. M. TO 4:30 P. M. THE ANSWERING SERVICE (612) 296-6723 IS AVAILABLE AFTER 4:30 P. M. FOR RECORDED MESSAGES.

Braille Edition

THIS MONTH'S BRAILLE EDITION OF THE RADIO TALKING BOOK CALENDAR HAS BEEN TRANSCRIBED BY VOLUNTEER BRAILLE TRANSCRIBER MRS. CAROL BROWN, AFFILIATED WITH VOLUNTEER BRAILLE SERVICES, ROBBINSDALE, MINNESOTA.

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20-22 NOVEMBER 17-23
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Monday - Friday

6:00 UPI WIRE NEWS/WEATHER/SPORTS
7:00 MORNING NEWSPAPERS
8:55 TODAY'S SCHEDULE
9:00 PAST IS PROLOGUE (Monday-Friday): Historical events and people of the past -- a thousand years ago -- or perhaps just yesterday.

Monday - Friday (cont'd.)

10:00 (Short Stories: Monday-Friday)
THE BEST IN SHORT STORIES (Monday and Wednesday): Classics from your favorite collections read by Pat Collier.
COME READ WITH ME (Tuesday): From current magazines with Myrtle Carlson.
DUFFEL BAG (Thursday): Adventure with Frank Shultz.
TALES FOR A GLOOMY DAY (Friday): Mysteries with Myrtle Carlson.

11:00 BOOKWORM (Monday-Friday): A selection of the best novels and non-fiction books.

12:00 READER'S DIGEST (Monday and Friday): Current issue with Betty Knutson.
NOON DIGEST (Tuesday): Selections from current publications with Grace Erickson.
MEN'S WEDNESDAY DIGEST (Wednesday): Articles of interest to the outdoorsman from "Field and Stream" and "Outdoor Life" with Archie Cloud as your host.
MAN'S BEST FRIEND IS? (Thursday): A look at pets -- their selection, care, grooming and attachment to man. Catherine Feste.

1:00 STRICTLY FEMININE (Monday): The contemporary woman's outlook on fashions, grooming and all the facets of being a woman, with Peggy Page.
IN THE KITCHEN WITH ELEANOR (Tuesday), Eleanor Berg.
IN THE KITCHEN WITH THE STAR TASTE SUPPLEMENT (Thursday), Staff or Volunteer.
AT HOME WITH_____ (Wednesday), June Hanson; (Friday), Gerrie Granquist.

2:00 TEA AND CRUMPETS (Monday-Friday): Light afternoon reading and books from the classics shelf.

3:00 WORLD SAFARI (Monday-Friday): Tours through foreign lands, exploring other peoples and their customs.
BACK HOME AGAIN (Friday): Travels in and impressions of the United States, with Jo Nelson.

4:00 SALAD DAYS OF OUR YOUTH (Monday-Friday): Books for junior high readers.

5:00 COMMENTARY (Monday-Friday): News from the latest issues of national news magazines and newspapers. The Radio Talking Book Calendar is read the first Tuesday of each month. Hosted by Staff or Volunteer.

6:00 EVENING NEWSPAPERS

7:55 EVENING SCHEDULE

8:00 P. M. REPORT (Monday-Friday): Critical, contemporary and controversial issues of concern in the world today.

9:00 NIGHT JOURNEY (Monday-Friday): Mysteries, spy stories and spine-chilling books.

10:00 OFF THE SHELF (Monday-Friday): Current novels and best sellers.

11:00 FOR MEN AND SOME WOMEN (Monday-Friday): Featuring the most robust and earthy books of our day.

12:00 GOOD NIGHT, OWL (Nightly): A wide-ranging assortment of good night reading.

1:00 TOMORROW'S SCHEDULE, NEWSCAST AND SIGN-OFF.

Saturday

7:00 MORNING NEWSPAPERS

8:55 TODAY'S SCHEDULE

9:00 SILHOUETTES: A panoramic study of nature with Hugh Renner.

10:00 STORIES WITH AUNTIE JO: Joni Jonson presents stories for kids from 5 to 105.

11:00 EXTRA INNINGS: For sports fans. Bob West brings you sports events and personalities from "Sports Illustrated" and other sports publications.

12:00 MEN'S SATURDAY DIGEST: Articles of news and hobby interests to men from "Popular Science", "Stereo Review", "Hot Rod" and others. Brad Theissen.

Saturday (cont'd.)

1:00 THE MINNESOTAN: Minnesota history presented by Michael Goess.

2:00 MONEY MATTERS: Your hostess is Bea Ronning.

3:00 AN APPLE A DAY: Health news brought to you by Betty Sundheim.

4:00 COLOR ME IN: From parties to politics for the NOW generation with Mark Page.

5:00 BUSINESS COMMENTARY: Articles. Hosted by Hal Abelson.

6:00 EVENING NEWSPAPERS

7:55 EVENING SCHEDULE

8:00 OLD FRIENDS: Interviews and articles of interest to those who have retired or are nearing retirement. Your hostess is Sharon Warwick.

9:00 SATURDAY NIGHTPOST: Featuring new and unusual magazines. (NOTE: "Perspective" interviews will at times pre-empt this program.)

10:00 MAN AND WOMAN: Encyclopedia of Adult Relationships.

11:00 FOR MEN AND SOME WOMEN: "Playboy", "Penthouse", "Oui" and more! Hosted by Scott Brower.

12:00 GOOD NIGHT, OWL: A wide-ranging assortment of good night reading.

1:00 TOMORROW'S SCHEDULE, NEWSCAST AND SIGN-OFF.

Sunday

7:00 MORNING NEWSPAPERS (Twin City Editions): Don Negard, Mary Wurm & Staff.

8:55 TODAY'S SCHEDULE

9:00 POETIC REFLECTIONS: Poetry from the past and present with Colman Page.

9:30 THE BROWSING HOUR: Excerpts from many sources which offer insight, courage, laughter and hope, with Mary Brown.

10:30 MASS FROM ST. JOHN'S ABBEY CHURCH at St. John's University, Collegeville.

11:30 LUTHERAN CHURCH SERVICE from St. Olaf College, Northfield.

12:30 UPI WIRE NEWS/WEATHER/SPORTS UPDATE

1:00 ENCYCLOPEDIA OF THE AIR: Everything you've always wanted to know.

2:00 BOOKCASE: A sampling of books, a variety of ideas!

3:00 ART FARE: Music, theatre, dance and visual arts, here and there . . with Nina Cline.

4:00 SUNDAY COMICS: Joni Jonson and Jim Pratt.

4:30 SUNDAY SPORTS: From the sports sections of local newspapers.

5:00 SUNDAY NEWSPAPER MAGAZINES: With Val Mondor.

6:00 NEW YORK TIMES SUNDAY NEWSPAPER: Staff

8:00 YOUR PERSONAL WORLD: Provoking thoughts on human relations and personal achievement, with Archie Cloud.

9:00 GOOD OLD DAYS: A bit of nostalgia with Marilyn Miller.

10:00 FAMOUS AND INFAMOUS: Illuminating distinguished people and occasionally the less reputable!

11:00 FOR MEN AND SOME WOMEN: "Playboy", "Penthouse", "Oui" and more! Hosted by Scott Brower.

12:00 GOOD NIGHT, OWL: A wide-ranging assortment of good night reading.

1:00 TOMORROW'S SCHEDULE, NEWSCAST AND SIGN-OFF.

213 Erickson Hall
Michigan State University
East Lansing, MI 48824

GREAT LAKES REGION SEIMC

MEDIA
AND
MATERIALS
DEVELOPMENT
UNIT

COMMENTS ON ASSESSING AUDITORY LEARNING
OR
THERE'S SOMETHING ELSE BETWEEN THE EARS

by

NANCY CARLSON

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

COMMENTS ON ASSESSING AUDITORY LEARNING

OR

THERE'S SOMETHING ELSE BETWEEN THE EARS

In the process of evaluating auditory learning materials with children, we have become aware of some interesting aspects. The comments that follow are general comments and do not relate to any one specific material. The comments fall into three rather broad categories:

1) The behavior of children when listening
2) The structure of the material to be presented in the auditory experience
3) The discussion following the auditory experience

BEHAVIOR OF CHILDREN

1. *Observable behavior by itself does not indicate whether or not a child is listening.*

We observed children who were over and under the table, constantly fiddling with equipment, playing with toys they brought, etc. These quite active children, nevertheless, listened, as evidenced by the responses to post test questions.

We also observed children who sat very quietly, stared at the tape recorder throughout, did not move a muscle, etc. Some of these children, although "perfectly behaved", did not learn one thing from the experience.

The key to evaluating behavior, as it relates to auditory learning, can be found in the baseline performance, or in observations of how the child normally performs. In other words, if he's normally all over the room, chances are he'll do that even if exposed to the most exciting and interesting material that can be found.

2. *It seems important that the child have some responsibility for controlling the auditory learning experience.*

In some cases, the children we worked with were quite happy putting in and taking out the tape. Other children wanted to start and stop the equipment when they felt it was appropriate. In almost all cases, this responsibility for control led to more involvement in the learning process.

3. *If the material is new, children will not recall all information given in only one listening experience.*

In available auditory learning materials, the information may contain new concepts, vocabulary, etc. After one listening experience, it is literally impossible for a child to extract selectively that which he is expected to remember. Often the children we worked with requested, in one way or another, to listen to the material again.

4. *The auditory experience alone is seldom sufficient to hold a sighted child's interest.*

A sighted child seems to need some more visual focus of attention. The focused alternate channel, whether it is visual only or visual-kinesthetic, seems to screen out extraneous factors, so the child can better concentrate on auditory learning.

For example, children, when given a card with a picture of a bird on it, were better able to answer questions about birds than those who didn't have a picture. With those materials that did not have such a focus, we found that a child's eyes often wondered, and this sometimes seemed to precipitate attention wondering.

Children who have a mental age under seven find it the most difficult to attend only to auditory material. Older children could sit still and focus occasionally, but by no means totally.

STRUCTURE OF MATERIAL

5. *Material that is meaningful for the child is most apt to be listened to.*

We found a lot of auditory learning material which no doubt is meaningful to a teacher. However, much of this material was not of interest to the child (and hence not as apt to be listened to). Information that was of interest to the child, presented in varying formats seemed to be the key here.

6. *Children need to know the objectives of the auditory learning experience.*

In some way, a child needs to have made clear what he/she should listen for and why. We tried to organize the auditory experience by providing some sort of advance organizer, either in the form of a pretest or by telling the children what we wanted them to listen to. The more we worked, the more we found that the children were really happy to work with us because they were aware of why we wanted them to participate in the auditory learning experience.

7. *Those materials which provide for interaction are more likely to be attended to.*

The type of interaction varied; sometimes it was something manipulative the child had to do, sometimes it was answering questions, or repeating something, or doing something else the tape said to do. The opportunity for interaction seems to make the child feel that he is indeed a valuable human being and not just a passive receptacle.

Interestingly enough, (in most cases), it didn't seem to matter as much if the child wasn't extremely competent at the task. There was still sufficient motivation to try it.

DISCUSSION FOLLOWING

All auditory experiences that the children were involved in were followed by a discussion. The discussion allowed evaluators and teachers the opportunity to further examine learning and to elicit the children's opinion of the material.

8. *It seemed important to be open to the children's responses.*

The open questions allowed us to learn more about how children thought and reacted at various levels. Each child seemed to learn different things, probably based on his or her own experiential background. Through examining responses of many children, we were better able to make comments and predictions about the materials.

9. *It seemed important to allow children sufficient time to respond.*

Organizing an auditory experience for discussion purposes seems a more difficult task than we had anticipated. Often allowing a little extra time for verbal or non-verbal responses was helpful to the children.

10. *The children seemed to appreciate the opportunity to rate the material.*

Given a good relationship, the children were responsive to the chance to actually decide for themselves how they felt about that material. Following the rating, our evaluators and teachers asked "Why?" The answers to why children rated tapes in certain ways were indeed interesting, and again gave us insight about materials (and children!!)

Nancy Carlson
March, 1974

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS
LISTENING SKILLS EVALUATION

I. MATERIAL INFORMATION

Name of item ________________________________

Author, developer, editor of item ________________________________

Publisher, address, copyright ________________________________

Cost ________________________________

Components of material (list) ________________________________

Equipment needed to utilize item ________________________________

Unique or unusual methods or special training needed to implement this item ________________________________

Teacher manual available? yes____ no____

Student manual available? yes____ no____

Time required to use material ________________________________

To be used individually ________________ or with group? ________

Physical characteristics:

Durable	yes____	no____
Reusable	yes____	no____
Replacement parts available	yes____	no____
Portable	yes____	no____
Easy to use	yes____	no____

II. AUDITORY SKILLS

Is the material useful in the development of the following auditory skills? Number in order of priority:

____ auditory reception
____ auditory discrimination
____ auditory memory
____ auditory sequential memory
____ grammatic closure
____ auditory association
____ auditory comprehension

III. CURRICULUM AREA

What curricular area does the material cover:

____ language
____ readiness
____ reading
____ math
____ science
____ health
____ daily living skills
____ social studies
____ other: specify

IV. ADDITIONAL INFORMATION

Prerequisite skills necessary: Academic / Motor ________________

Is there a sequential pattern to presentation of material? yes____ no____

Do you feel material is really useful in teaching purported auditory skill yes____ no____ Explain:

V. ADAPTATION

Can item be used as manufactured yes____ no____ OR does it need to be adapted yes____ no____

to age or ability level	yes____	no____
to handicap (s)	yes____	no____
to interest level	yes____	no____

If adaption is necessary, make some suggestions as to how it should be done:

VI. RECOMMENDATION

In your estimation, should this item be included in a bibliography or program (kit) designed to develop the listening skills of the visually impaired: Explain

Catalog price and date $12.95, 1973 (9)

National Identification Symbol ________ (1)

Enter cost of material and the date of catalog in which the price was listed. May enter purchase price and date of purchase if catalog not applicable.

Refers to a unique national system identification symbol to be assigned by a national authority.

CEC ERIC Descriptors ________ (12)

Descriptors from ISIMDSE authority lists, as used by the Council for Exceptional Children, Educational Resources Information Center.

II. CLASSIFICATION:

With the Identification Information Form is a page entitled Classification Descriptors which is a list of descriptors from which to choose in completing the items in this section. Great care has been taken to use descriptors which would 1) offer guidelines and facilitate the ease and efficiency with which the form is used, both by the classifier and the reader, and 2) correspond to those used by ERIC. If the supplied list proves inadequate for a particular material, other descriptors may be used.

	Primary	Secondary	
Mode of Input	auditory	visual	
Type of format (note quantity of each)	1 cassette	10 illustrated information cards	(7)

Size, speed or number of tracks may be recorded, if necessary.

May be filmstrip, book, objects, pictures, etc.

Method of Output none

Record the type of response that is required of the learner. For example, he may be asked to answer questions orally or tell a story (verbal expression), write responses, group objects, or mark choice (non-verbal, manual), dance or move around room (non-verbal, kinesthetic) or manipulate an abacus (non-verbal, tactile). If no response is demanded, "none" should be entered.

Curricular Area *science* Instructional Level *primary/interm.*
Minimum: C.A. *6*, M.A. *6*, Stage *II* Interest Level *primary/interm.*

See Classification Descriptors

Prerequisite Skills *auditory memory - all areas competent; reading - instructional*

The purpose here is to further clarify the appropriateness of a material for particular learners. Not all of the skills suggested on the list will be necessary for use of any one material. Select those required and note the highest necessary level of competency for each skill: minimal, instructional, or competent.

III. MATERIALS USE:
Instructional *x* OR Supplemental ____

Mark (x or ✓) after "instructional" if the material does indeed teach a concept, skill, etc. in and of itself or after "supplemental" if it is best used in conjunction with other instruction.

Teacher's manual *x* yes ____ no

Mark yes if manual is included with the purchased material; no, if not included. Direction for use, objectives, etc. printed on a record cover can constitute a teacher's manual.

Objectives *identification of 8 of 10 birds and their calls, birds eggs and silhouettes, characteristics of different birds, and ways birds help ecology*

May be quoted from author/publisher or may be as seen by the classifier.

Lessons (include total number) singular ____ multiple *8* sequential ____

Enter a number in one of the three blanks to show how many lessons are included in the material, i.e., singular 1 or multiple 2 or more, if the lessons can be used in any order, or sequential 2 or more, if the lessons are designed to be used in a definite order.

Time per lesson *10 min.*

State in minutes per individual lesson.

Follow-up activities: required ____ suggested *x* none ____

Mark (x or ✓) in one of the three blanks to show whether follow-up activities are given by the author/publisher as an integral part of the lesson (required), as a possible supplement to the lesson (suggested) or not offered (none).

Setting(s): individual *x* small group *x* large group ____

May be suggested in manual or may be as seen by classifier. Many materials may be used in more than one of the three settings.

Instructions for Use *designed for use in segments (by specific birds) - could be used in small group or individual study carrel - teacher's manual is complete and useful guide.* (14)

Brief description of how the material is to be used.

Teacher directed? ____ yes *x* no

Mark to indicate whether or not a teacher is necessary during the actual lesson.

Descriptive Comments *very adaptable - easy to listen to and follow directions - instructions are included to turn off cassette and repeat section - well illustrated picture and information cards - music and words to songs also included - well done* (13,15)

Include information not found elsewhere on form. Do not include evaluative data. Suggested useful information: audio presentation method used (dramatization, direct information, drill, song, storytelling, etc.), voices, music, sound effects, etc. used, whether lessons seem to be pre/post testable, whether the auditory component could be used without the secondary component.

Necessary equipment & possible special features cassette recorder (8)

Some possible responses for this item are included in the Classification Descriptors. Other necessary equipment should be listed, such as earphones, opaque projector, etc. Noteworthy special features could be modifications such as the button box or any aspect of the material that might not be suitable for use with standard equipment.

Classified by Marsha C. Smith

LEARNER CLASSIFICATION SYSTEM

This paper describes an initial attempt to develop a system for specifying learner/instructional material interaction characteristics. The information collected on many evaluation forms and presented in catalogs of instructional materials allows the teacher to make a number of different decisions regarding the selection of appropriate instructional materials. The information, however, most often allows decisions based on physical characteristics and content area of the material. Decisions relating to matching materials with learner characteristics is usually spotty (reading level may be specified) and often too general to be useful (i.e., early elementary, trainable retarded, etc.). To make meaningful decisions about the appropriateness of a material for a specific learner demands a usable system for specifying the characteristics of learners that are appropriate for a specific material. An attempt at building such a system is described in this paper.

The Learner Classification System utilizes an organizational table that accommodates four "learner variables" and defines each variable at three different "learner stages." Such a system provides a single meaningful descriptor for understanding the type of learner for which a material is most appropriate. This descriptor (Stage I, Stage II, or Stage III) defines the mental age, chronological age, performance grade level, and level of emotional/social development. The following table presents the components of the Learner Classification System and the definition of characteristics at each stage.

LEARNER STAGES

LEARNER VARIABLES	STAGE I	STAGE II	STAGE III
MA (Mental Age)	2-7	7-11	11-
CA (Chronological Age)	3-	5-	9-
Performance Grade Level	Pre-School 1	K-6	1-12
Emotional/Social Development	egocentric	interaction with others	logical and egocentric thought

The four variables included in the Learner Classification System (MA, CA, Performance Grade Level, Emotional/Social Development) were selected on the basis of information about instructional materials that is a) easily accessible and generally available and b) critical to evaluation of auditory learning materials.

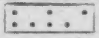
DISCUSSION OF LEARNER VARIABLES

Each of the four learner variables can be shown as a developmental process. Children operate at different developmental levels for each of the variables. The organization of these variables into definable stages is based on the finding that a high percentage of children are consistent in their developmental patterns. In other words, when a child operates at Stage I in mental ability, he will also be operating at Stage I for the other variables. Of course there are exceptions to this, but most children are found to be consistent. We are hopeful that these characteristics of learners, as we understand them, will provide a framework for matching a particular material appropriate to a particular child for an enjoyable auditory learning experience.

The following working definitions of learner variables and the stages for each are provided to clarify the interpretation and use of the Learner Classification System.

A. MENTAL AGE

Stage I: Mental Age 2-7 - A child who has a mental age between 2 and 7 has experienced the world through his motor senses. Therefore, his mental ability is directly related to his first-hand experiences. Depending upon the quality and quantity of these experiences, he is ready to move on to symbolic associations with these experiences. This is when he can learn language. This acquisition allows him to internalize action rather than being purely perceptual and motor. Between the mental ages of 2 and 6 the learner is largely egocentric both in language and social behavior. But around the mental age of 6 or 7, the learner begins to accommodate other's viewpoints and behaves more socially.

While he is acquiring language, the 2 to 7 year old is able to see only parts of an event rather than the entire event. He fixes his attention on only one aspect at a time and because of this he makes judgments based on what he sees. For example, a longer row of marbles looks like more to him even if it is in fact less in number.  This type of judging does not allow him to follow reasoning back to a beginning point. These reasoning abilities limit him in learning and therefore define more specifically the type of materials we choose for this learner. *In an auditory learning experience, the learner can focus only on one aspect of the auditory message at a time. This has a tendency to limit the learning experience unless repetition of key points is facilitated.*

Stage II: Mental Age 7-11 - Between the ages of 7 and 11, the child no longer bases his judgments on perception. He can follow a series of events, sees the changes, and can follow a line of reasoning back to starting point. He is a social being in specific situations only. His socialization has not yet generalized to society as a whole. The learner is not yet at a point where he can deal with hypotheses or purely verbal problems. He reasons through problems only with the aid of concrete objects and sequenced events. He is able to draw conclusions and solve problems correctly only if they are presented to him materially. Therefore, in choosing materials for this stage two learner, we can look for those materials which require thinking and are accompanied by concrete objects and events. *In an auditory learning experience, a learner at this stage can be expected to follow the message if provision is made to facilitate the learner having contact with some more concrete and/or interactive material during the time he is required to listen.*

Given cognitive functioning between the mental ages of 7 and 11, we find the vast majority of learners in elementary and special education classrooms fall into this area. This has necessitated a further examination of developmental characteristics which occur during transition periods of Stage II. For the sake of convenience, two sub-stages (IIa and IIb) have been designated. Children who are in the process of developing concrete learning abilities can be considered at the beginning level of the Stage (IIa), those that have developed the abilities and are using them appropriately can be considered at a more advanced level (Stage IIb). It may be important to break down Stage I and Stage III also, but we do not as yet have sufficient information to do so reliably.

Stage III: Mental Ages 11-15 - By the age of 11 the learner can solve problems through logical thought. Problems can be solved from purely verbal or hypothetical situation. He is aware of himself as a part of society, but only in a self-centered way. He bases his judgments on his concept of personal involvement. In choosing materials for this stage three learner, we look for those which present abstract concepts with high interest potential.

The high interest potential cannot be overlooked in the auditory learning experience. It seems as if Stage III learners consistently ask "What's in it for me?" If we understand that this is an appropriate question for this learner, we can better select materials and plan the auditory learning experience. Pre and post testing along with advance organizers are very appropriate for this level learner. They are quite capable of evaluating the learning experience for themselves.

B. CHRONOLOGICAL AGE

Because we are dealing with in-school populations we have a lower limit of a 3 year old child. This child would fall into Stage I. Stage II has a lower limit of a 5 year old who may have a mental age of 7. Stage III has a lower limit of a 9 year old who may have a mental age of 11. These lower age limits are provided to allow enough flexibility for all types of learners. We have not yet determined an upper chronological age limit.

C. PERFORMANCE GRADE LEVEL

We believe it will be helpful to know the reading level of the student as it is a descriptor commonly used by commercial producers, teachers, and field-test evaluators to describe a child. Most children can be found to be functioning at a reading level at least one level below their potential reading level. (NOTE: potential reading level is often equated with listening comprehension level)

D. SOCIAL AND EMOTIONAL DEVELOPMENT

In the above descriptions of various mental ages, we briefly discussed the social and emotional state of learners as it related to cognitive development. A Stage I learner is basically egocentric in thought and behavior. A Stage II learner interacts with others and is sociable in specific situations and with specific people. A Stage III learner, though capable of logical thought and aware of his membership in society, tends to base his involvement in experiences on ego-centered judgments. He is self-centered in terms of his reasoning and sees things "his" way.

We believe it is more important to include the social and emotional development of the learner in order to obtain a more complete "picture."

Cindy Lafkas
Nancy Carlson

October 22, 1973
Revised March, 1974

AUDITORY INSTRUCTIONAL MATERIAL
IDENTIFICATION INFORMATION

I. TITLE: *Beginner's Bird Box* (2)

(2) Series, title & number (3,4)

Author(s) *Julia K. Fenderson* (5)

Publication/Copyright date *1973* (6)

SOURCES:

National *Educational Insights* company; *211 S. Hindry Ave. Inglewood, CA 90301* address (10)

Local *MSU-SEIMC* company; *213 Erickson Hall Michigan State University* address (11)

Catalog price and date *$12.95, 1973* (9)

National Identification Symbol (1)

CEC ERIC Descriptors (12)

II. CLASSIFICATION:

	Primary	Secondary
Mode of Input	*auditory*	*visual*
Type of format (note quantity of each)	*1 cassette*	*10 illustrated information cards* (7)

Method of Output *none*

Curricular Area *science*

Instructional Level *primary/interm.*

Minimum: C.A. *6*, M.A. *6*, Stage *II*

Interest Level *primary/interm.*

Prerequisite Skills *auditory memory - all areas competent; reading - instructional*

III. MATERIALS USE:

Instructional *x* OR Supplemental ___

Teacher's manual *x* yes ___ no

Objectives *identification of 8 of 10 birds and their calls, birds eggs and silhouettes, characteristics of different birds, and ways birds help ecology*

Lessons (include total number) singular ___ multiple *8* sequential ___

Time per lesson *10 min.* Follow-up activities: required ___ suggested *x* none ___

Setting(s): individual *x* small group *x* large group ___

Instructions for Use *designed for use in segments (by specific birds) - could be used in small group or individual study carrel - teacher's manual is complete and useful guide* (14)

Teacher directed? ___ yes *x* no

Descriptive Comments *very adaptable - easy to listen to and follow directions - instructions are included to turn off cassette and repeat section - well illustrated picture and information cards - music and words to songs also included - well done* (13,15)

Necessary equipment & possible special features *cassette recorder* (8)

Classified by *Marsha C. Smith*

223 Erickson Hall
Michigan State University
East Lansing, MI 48824

GREAT LAKES REGION SEIMC

MEDIA
AND
MATERIALS
DEVELOPMENT
UNIT

CLASSIFYING AUDITORY INSTRUCTIONAL MATERIALS

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

CLASSIFYING AUDITORY INSTRUCTIONAL MATERIALS

This publication is designed to provide a description of procedures developed by the Great Lakes Region Special Education Instructional Materials Center (GLRSEIMC) for the classification of auditory instructional materials. The procedures described are those employed by the GLRSEIMC in their Media and Materials Development Unit which has been undertaking the evaluation and development of auditory instructional materials for handicapped children.

Why classify materials? The classifying of instructional materials according to a systematic procedure establishes the foundation for numerous decisions that are often impossible without such a procedure. The ultimate decision that must be made is the appropriate matching of an instructional material with a specific learner. To make such a match demands either a) prior knowledge and use of the instructional material, b) an opportunity to "try out" a material with a learner, or c) precise information regarding the material and its potential use. Obviously, the first alternate (prior use of the material) is the most effective. A teacher who has used a material understands the dynamics of it and whether or not it is appropriate for the situation. With the many new materials becoming available each year, however, an individual teacher's knowledge and use of a high percentage of available materials is shrinking at a phenomenal rate. Teachers are finding that, though they are becoming familiar with many new materials, the number to choose from is insurmountable.

The second alternative (trying out a material) can be effective, but certainly not efficient. Which materials should you try? Can you "borrow" materials for use in your classroom on a trial basis? Where do you begin?

Making this second alternative more efficient depends on the information that is available to the teacher. If he has precise information about a material (the third alternative), he can select certain ones to try (second alternative), and after trying them he will be able to make future decisions based on experience (first alternative).

What should be included in a classification system? The GLRSEIMC began the task of designing a classification system for auditory instructional materials by examining existing systems and selecting aspects of each that "seemed" to be appropriate for classifying auditory instructional materials.(1) When the first model was developed it was used by staff members in an attempt to select specific instructional materials for use with learners involved in the field-testing program. This is the key in the development of this classification system. The system could only be considered usable if it would allow teachers and staff to make a learner/material match. Consequently, the system was modified and altered on numerous occasions. Each revision was made on the basis of either a) including an aspect that was found to be important in the decision making process, or b) deleting an aspect that did not contribute. It should be understood that the primary purpose in the development of this classification system was to support the ongoing efforts of the GLRSEIMC in selecting appropriate materials for field testing. It is felt that the current system meets a high percentage of our needs in this area.

Finally, the classification system was examined regarding its compatibility with national systems for describing instructional materials. Minimal modification was made in the system to accomplish this compatibility.(2)

The parts of the system. The following pages show all of the parts of the classification system that was developed.

AUDITORY INSTRUCTIONAL MATERIAL IDENTIFICATION INFORMATION

This is the actual form that is used for collecting information. It has been kept down to one page in length to make the classification task more viable for the person actually doing the classification.

CLASSIFICATION DESCRIPTORS for Auditory Instructional Material Identification Information Form

This set of descriptors forms the basis for the responses to be entered on the form. Through the use of specified descriptors it is possible to establish a consistency of information on all completed forms and it allows an interlock with terminology used on a national basis.(3) It should be understood, however, that the person classifying a material is not limited to this list of descriptors and can add others to the form as the need arises.

HOW TO USE THE AUDITORY INSTRUCTIONAL MATERIAL IDENTIFICATION INFORMATION FORM

This is the procedure for completing the form. Again, the outlining of a specified procedure further guarantees a consistency of information from form to form.

LEARNER CLASSIFICATION SYSTEM

The Learner Classification System (LCS) was developed as a meaningful descriptor to be included in the classification system. The LCS provides a single descriptor approach for providing information regarding the type of learner (developmentally) that can best benefit from a specific instructional material. The LCS is designed primarily to be used in conjunction with the classification system.

(1) Of particular help was the Evaluation Handbook developed by the SEIMC/RMC Network. This Handbook provided an overview of a number of different systems that have been used and are currently being used in the area of special education.

(2) The concern was to provide maximum compatibility with the ERIC-CEC Clearinghouse. Small numbers in parentheses on the form indicate the parallel entry in the NIMIS Master Record, the system being designed by ERIC-CEC for national use.

(3) The primary base for descriptors was the ERIC Thesaurus for special education. The Thesaurus presents descriptors used in the ERIC system. All terms selected for use in the classification system were checked against the ERIC Thesaurus and in needed cases were modified to guarantee consistency. Since, however, the ERIC system does not yet accept materials in other than print form, certain descriptors appear in the classification system that have no parallel form in ERIC.

BEST COPY AVAILABLE

AUDITORY INSTRUCTIONAL MATERIAL IDENTIFICATION INFORMATION

I. TITLE: ______ (2)

______ (2) Series, title & number ______ (3,4)

Author(s) ______ (5) Publication/Copyright date ______ (6)

SOURCES:

National ______ (10)
company address

Local ______ (11)
company address

Catalog price and date ______ (9) National Identification Symbol ______ (1)

CEC ERIC Descriptors ______ ______ (12)

II. CLASSIFICATION:

	Primary	Secondary	
Mode of Input	______	______	
Type of format (note quantity of each)	______	______	(7)

Method of Output ______

Curricular Area ______ Instructional Level ______

Minimum: C.A. ______, M.A. ______, Stage ______ Interest Level ______

Prerequisite Skills ______

III. MATERIALS USE:

Instructional ______ OR Supplemental ______ Teacher's manual ______ yes ______ no

Objectives ______

______

______

Lessons (include total number) singular ______ multiple ______ sequential ______

Time per lesson ______ Follow-up activities: required ______ suggested ______ none ______

Setting(s): individual ______ small group ______ large group ______

Instructions for Use ______ (14)

______

______ Teacher directed? ______ yes ______ no

Descriptive Comments ______ (13,15)

______

______

______

______

Necessary equipment & possible special features ______ (8)

______

Classified by ______

Great Lakes Region Special Education Instructional Materials Center - 1/74

CLASSIFICATION DESCRIPTORS

FOR AUDITORY INSTRUCTIONAL MATERIAL IDENTIFICATION INFORMATION FORM

This descriptor list is to facilitate filling out Section II of the Auditory Instructional Material Identification Information form.

MODE OF INPUT - Primary and Secondary

- Auditory
- Visual
- Tactile
- Kinesthetic

TYPE OF FORMAT

- Phonograph Records
- Audiotape, reel-to-reel
- Audiotape, cassette
- Audiotape, flashcards

METHOD OF OUTPUT

- Verbal expression
- Non-verbal expression
    - manual (includes handwriting)
    - kinesthetic
    - tactile

URRICULAR AREA

- Affective behavior/development
- Auditory perception
- Career education
- Communication skills
    - listening skills/comprehension
    - reading
    - verbal communication
- Consumer education
- Daily living skills
- Environmental education
- Health/safety education
- Literature
- Mathematics
- Motor skills
- Music
- Prevocational education
- Science
- Self-care skills
- Sex education
- Social skills
- Social studies
- Spelling
- Other (specify)

NSTRUCTIONAL LEVEL

- Pre-school
- Primary (grades K-3)
- Intermediate (grades 4-6)
- Advanced (grades 6-12)

MINIMUM C.A., M.A.

This item should be completed by showing the appropriate minimum ages in years as opposed to showing age according to grade level.

STAGE

This is an optional item to define the type of learner best suited to this material. For information regarding the definitions of learner stages, see Learner Classification System by Nancy Carlson and Cindy Lafkas.

INTEREST LEVEL

- Pre-school
- Primary (grades K-3)
- Intermediate (grades 4-6)
- Advanced (grades 6-12)

PREREQUISITE SKILLS

When using each descriptor, be sure to note level of competency: minimal, instructional, or competent.

- Auditory memory
    - auditory attention
    - auditory selective recall
    - auditory sequential memory
    - auditory imagery
- Visual perception
- Reading
- Mathematics
- Cognitive functions

NECESSARY EQUIPMENT

- Tape recorder, reel-to-reel
- Tape recorder, cassette
- Audio flashcard reader
- Phonograph
- Filmstrip projector or viewer
- Manipulative materials
- Paper/pencil/crayons
- Other (specify)

Great Lakes Region Special Education Instructional Materials Center - 1/74

HOW TO USE THE
AUDITORY INSTRUCTIONAL MATERIAL IDENTIFICATION FORM

The purpose of this documentation is to facilitate the use of the Auditory Instructional Material Identification form (examples of this form are included). The meaning and purpose of each item will be explained. Examples are given from a completed form.

The numbers, 1-15, which appear in parenthesis on the right-hand side of the form represent the field numbers of the cataloging system of the National Instructional Materials Information System (NIMIS). They are included here in order that entries of this system will parallel those of NIMIS and thus enhance its usability. While using this form, the numbers need not be given special consideration.

I. TITLE: *Beginner's Bird Box* (2)
______________ (2)

Record the title of the particular material being classified as stated by the publisher, including subtitles and/or alternative forms, such as inversions, acronyms. Edition data, if applicable. If the material is a portion of a whole (i.e., one song from a record of many songs), state this, and include the titles of both.

Series, title & number ______________ (3,4)

For materials which are not part of a series, this does not apply, and, therefore, will be blank.

Author(s) *Julia K. Fenderson* (5)

Publication/Copyright date *1973* (6)

If more than two, list as "and others." May write in names of editor(s) if "none listed."

SOURCES:
National *Educational Insights* (company) *211 S. Hindry Ave. Inglewood, CA 90301* (address) (10)
Local *MSU-SEIMC* (company) *213 Erickson Hall, Michigan State University* (address) (11)

Record names and addresses of national and local sources of supply or delivery systems or "not available."

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward
515—353-7836

February 7, 1974

MEMORANDUM

TO: Network Units collaborating in the Consortium on Auditory Learning Materials

FROM: Ted Ward

SUBJECT: Auditory Learning Materials available from Educationl Radio Stations

Enclosed you will find a listing of educational radio stations that maintain libraries of auditory learning materials. These may be new and valuable sources of auditory learning materials for handicapped children.

Looking forward to working with you in Chicago!

[illegible]

MEDIA
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MATERIALS
DEVELOPMENT
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AUDIOLOGY INSTRUCTIONAL MATERIALS

--Design Guide--

by

S. JOSEPH LEVINE

[illegible] U.S. Office of Education, Department of Health, Education, and Welfare [illegible]

AUDITORY INSTRUCTIONAL MATERIALS

DESIGN GUIDE

This Design Guide is an attempt to describe a number of different formats for the design and development of tape recorded auditory instructional materials. No attempt has been made to include every possible format. Instead, a selected group of formats have been described which:

a) indicate potential for use with handicapped learners who learn best through the auditory channel,

b) do not necessitate any print or visual material,

c) provide an expressive opportunity for the listener,

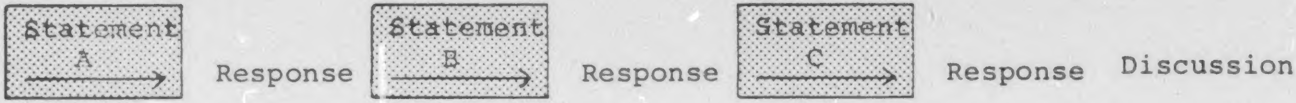
d) can be used to support existing instructional programs, and

e) are not readily available in tape recorded form for present use with these learners.

Each format is described in a very brief paragraph. Following the paragraph is a schematic representation of the material and its use. For the schematic representation, the shaded area ░ denotes the part of the instructional experience that is provided by the tape recording.

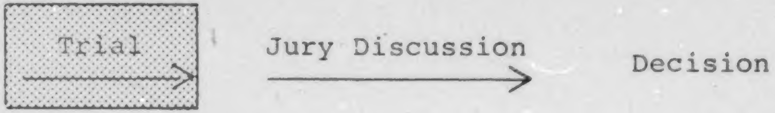
FOCUS: Eliciting feelings, awareness of people and things.

DESCRIPTION: A series of simple statements are presented to the listener without including the resolutions to the statements, (i.e., "Sometimes when I wake up in the morning I really feel like going to ___."). The entire series evolves about a central theme. (Community Helpers, Going to the Zoo, Feeling Happy, etc.) The listener responds to complete the statement. The central theme is discussed at the conclusion of the series.


Statement A
Response
Statement B
Response
Statement C
Response
Discussion

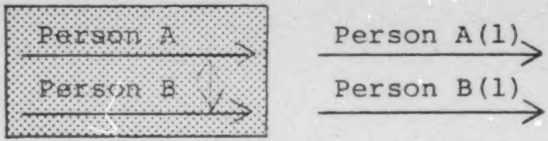
FOCUS: Making decisions.

DESCRIPTION: The listeners are asked to assume the role of a jury at a trial. A mock trial is presented on a recording that includes lawyers, witnesses, and judge. At the conclusion of the tape, the judge turns the case over to the jury for a decision. This type of simulation might best be created if it focuses on an issue on trial rather than a person on trial.



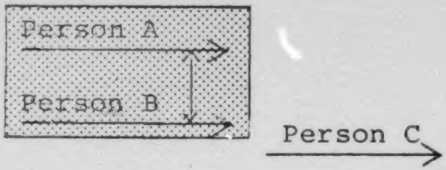
FOCUS: Responding to situations.

DESCRIPTION: A two person discussion is presented to the listeners. At a specified point in the discussion, the recording stops and two designated listeners are asked to assume the roles that have been presented and continue the discussion.


Person A
Person B
Person A(1)
Person B(1)

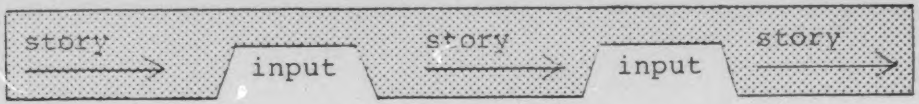
FOCUS: Responding to situations.

DESCRIPTION: An audio recording is provided that presents two children arguing (discussing, talking, etc.). At a certain point in the argument, a third person is introduced on the tape and asked to help resolve the argument. ("Wait a minute, here comes someone that can help us. What do you think?") The listener is asked to play the role of this third person and respond to the situation.



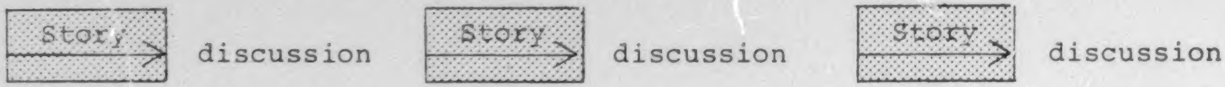
FOCUS: Personalizing a recorded story, forced responding.

DESCRIPTION: An audio story is presented to the listener. At periodic points in the story, there are pauses where the listener inserts some content appropriate to his own background, experience, or desires. (i.e., "One day I was walking down the street, and I saw a big and ugly _____ that was sleeping under a light post. As I got closer I heard him saying in his sleep ______________." etc.)



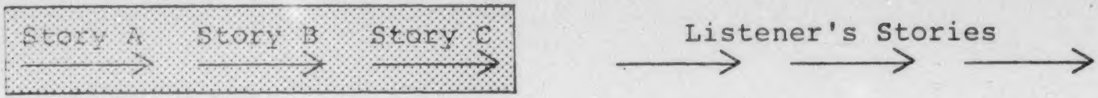
FOCUS: Awareness of feelings, people, or things

DESCRIPTION: A detective format is used for a recorded presentation. Throughout the presentation the detective uncovers clues that provide information to the listener about the identity of what is being searched for. Periodically the recording is stopped and the listeners discuss what they have learned about the mystery and make guesses about the identity of the unknown. The unknown can either be a concept, value, idea (i.e., love, understanding, friendship, etc.), or a person or thing. The discussion can also focus on how you can find out information through systematic procedures.



FOCUS: Stimulating story telling.

DESCRIPTION: The listeners are presented with a set (2 or 3) of short stories. All of the stories evolve about a central theme that is presented to the listeners prior to the listening experience (i.e., sad stories, stories about a friend, unusual stories, stories about animals, etc.) At the conclusion of the recorded stories, the listeners are asked to tell their own stories. Their stories should be on the same theme.



FOCUS: Understanding other people.

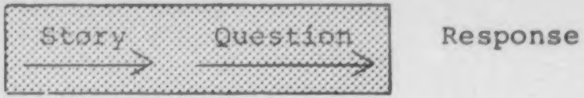
DESCRIPTION: The listeners are presented with a narrative about a person. The narrative describes some actions of the person in different situations. Following the narrative, the listeners are asked a set of structured questions like:

> "What does this person look like?"
>
> "How would this person respond to this situation _________?"
>
> "What are this person's friends like?"
>
> etc.

Narrative → Discussion

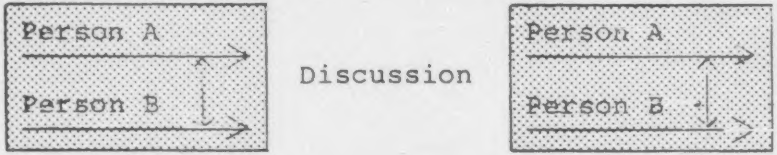
FOCUS: Understanding other people.

DESCRIPTION: A situation is presented to the listener either through a "radio-drama" format or a story telling narrative. At the conclusion of the situation, the listener is asked to tell how a specified person "would" or "should" respond. (i.e., "What would a policeman do if he came upon this situation?" or "What should your mother say to the little boy?" etc.)



FOCUS: Observing behaviors.

DESCRIPTION: An audio recording is provided that presents two or more people in a conversation (debate, argument, etc.). At a key point in the conversation, the tape is stopped and the listener is asked to hypothesize what will happen next. The listener is further probed regarding how he developed his hypothesis ("Why do you think that?" "What did you hear that helped you make that decision?" "What else could happen based on the behaviors you have noted?" etc.). Finally, the tape is restarted and the incident is resolved.



FOCUS: Feelings about other people.

DESCRIPTION: An audio story is presented that uses a "unique" voice within the story. (i.e., speech defect, inner-city slang, foreign dialect, inappropriate verbal expressive affect, etc.). The discussion following the playing of the recording begins by focusing on the story and then gradually shifting to a discussion of the person with the "unique" voice. "What kind of feelings do you have about the person?" "What does the person look like?" "Have you ever met a person like that?" etc.

→ Discussion

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward
515—353-7836

AUDITORY LEARNING MATERIALS AVAILABLE FROM EDUCATIONAL RADIO STATIONS

Compiled by
WILLIAM ANDERSON

Educational radio stations (noncommercial stations licensed and supported by school districts, colleges, and universities) have a long history of providing instructional and educational programming to public school and specialized audiences. The following list of educational radio stations (extracted from Audio-visual Market Place, 1972-73) maintain audiotape and record libraries of selected programs. Many of these programs and series are effective auditory learning materials for children which are not available from commercial or other sources. Availability varies, but many make copies available on a loan, rental or cost of duplication basis.

For a sample of materials available from educational radio stations, Appendix A contains information and offerings from WHA Radio, Madison, Wisconsin.

ARIZONA

KFCA-FM
Mr. Charles E. Buzzard
Maricopa County Community College
1202 West Thomas Road
Phoenix, Arixona 85013
(602) 264-2492

Maintains a library of audiotapes available on rental to schools, libraries, individuals, etc. Contact for listing.

CALIFORNIA

KPFA-FM
Mr. Judson Snyder, Director
Pacifica Foundation
2207 Shattuck Avenue
Berkeley, California 94704
(415) 848-6767

Maintains a library of audiotapes for sale to schools, libraries, radio stations, industry and individuals. Catalog available.

KDVS-FM
Mr. Richard Anderson, General Manager
Radio KDVS
c/o ASVCD
University of California
Davis, California 95616
(916) 752-2776

Tape catalog available.

KFJC-FM
Mr. John Hasling, General Manager
Foothill College
12345 Elmonte Road
Los Altos Hills, CA 94022
(408) 948-9870

Maintains a library of audiotapes available on exchange or sale to schools, libraries, industry, etc.

CALIFORNIA (continued)

KPFK-FM
Mr. Will I. Lewis, General Manager
Pacifica Foundation
Los Angeles, California 90038
(213) 877-2711

Audiotapes available for small cost to all interested parties. Catalog available.

KUSC-FM
Mr. Douglas Culver, Manager
University of Southern California
University Park
Los Angeles, California 90007
(213) 746-7808

Catalog of programs available.

KXLU-FM
Mr. Rene A. Marclan, General Manager
Loyola University of Los Angeles
7101 West 80th Street
Los Angeles, California 90045
(213) 670-1043

Classical and jazz musical program.

KVCR-FM
Mr. Robert G. Burningham
San Bernardino Community College
701 South Mt. Vernon Avenue
San Bernardino, California 92403
(714) 885-0234

Library of programs produced is available on audiotape on exchange or free basis to radio stations.

KSJS-FM
Mr. William Hall, General Manager
San Jose State College
San Jose, California 95114
(408) 294-6414 ext. 2550

Catalog of programs available.

CALIFORNIA (continued)

KCSM-FM
Dr. Jacob H. Wiens, General Manager
San Mateo Junior College
1700 W. Hillsdale Blvd.
San Mateo, California 94402
(415) 574-6427

Programs available on audiotape on loan to schools, libraries, industry, other radio stations.

KCRW-FM
Santa Monica Unified School Dist.
1723 4th Street
Santa Monica, California 90401
(213) 393-2785

Maintains a library of audiotapes and records. Catalog of programs available.

KUOP-FM
Mr. James H. Irwin
University of the Pacific
3601 Pacific Avenue
Stockton, California 95204
(209) 946-2330 ext. 2379

Maintains a library of audiotapes available to schools, libraries, industry, etc. on exchange basis or sale--very nominal charge. Program quick available.

COLORADO

KRCC-FM
Mr. Phil Ershler, Program Director
Colorado College
Colorado Springs, Colorado 80903
(303) 473-2233 ext. 335

Maintains a library of audiotapes available on exchange or loan to schools.

COLORADO (continued)

KUNC-FM
Dr. William Hurt, Program Director
University of Northern Colorado
Greeley, Colorado 80631
(303) 351-3333

Maintains a library of audiotapes available on exchange or loan to schools and individuals.

KWSB-FM
Ms. Barbara Hess, Program Manager
Western State College of Colorado
Box 928
Gunnison, Colorado 81230
(303) 641-2131

Maintains a library of audiotapes available on exchange or loan to schools and other organizations rent free.

CONNECTICUT

WPKN-FM
Mr. Jeffrey N. Tellis, General Manager
University of Bridgeport
244 University Avenue
Bridgeport, Connecticut 06602
(203) 336-5364

Maintains a library of audiotapes for sale to schools, libraries, industry, individuals, and other radio stations.

WRTC-FM
Mr. Kevin S. Gracey, Program Director
Trinity College
Box 1368
Hartford, Connecticut 06106
(203) 522-9229

Programs available on 1/4 inch audiotape. Send for listing of available programs.

CONNECTICUT (continued)

WESU-FM
Mr. William Hutchins
Wesleyan Broadcast Association, Inc.
Box 2300 Wesleyan Station
Middletown, Connecticut 06457
(203) 346-7791

Maintains a library of audiotapes available on rental to schools, libraries, and non-profit organizations.

WWUH-FM
Dr. Daniel Viamonte
University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117
(203) 523-4647

Maintains a library of audiotapes available on exchange.

DISTRICT OF COLUMBIA

WAMU-FM
Ms. Susan Harmon, General Manager
The American University
Massachusetts & Nebraska Ave., N.W.
Washington, D.C. 20016
(202) 686-2692

Program guide available.

WETA-FM
Mr. Donald V. Taverner
The Greater Washington Educational Telecommunications Association, Inc.
2600 Fourth St., N.W.
Washington, D.C. 20001
(202) 387-1300

Catalog of audiotape programs available.

FLORIDA

WUSF-FM
Mr. Richard Steck, Station Manager
University of Southern Florida
4202 Fowler Avenue
Tampa, Florida 33620
(813) 974-2341

Maintains a library of audiotapes available on exchange, loan and rental. Available on application. Program catalog available.

WPRK-FM
Dr. Charles A. Rodgers
Rollins College
Winter Park, Florida 32789
(305) 646-2375

Maintains library of audiotapes and 33 1/3 records. Contact for catalog.

ILLINOIS

WSIU-FM
Mr. John Kurtz, General Manager
Southern Illinois University
1056 Communications Bldg.
Carbondale, Illinois 62901
(618) 453-4343

Audiotape programs available. Free catalog, programs available to commercial and educational broadcasts, schools and colleges.

WBEZ-FM
Ms. Elizabeth E. Marshall
Board of Education, City of Chicago
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4088 ext. 90

Library of programs occasionally available on exchange or loan to schools, libraries, other radio stations. Annual schedule available upon request.

ILLINOIS (continued)

WGLT-FM
Mr. Ben Paxton, Jr.
Illinois State University
Normal, Illinois 61761
(309) 436-6691

Audiotape programs. Catalog available.

WMTH-FM
Mr. William R. Mitchell, General Manager
School District #207
Dempster and Potter Road
Park Ridge, Illinois 60068
(312) 696-2525 ext. 562

Maintains a library of programs.

INDIANA

WFIU-FM
Mr. James Perry, Education Director
Indiana University
Board of Trustees
Bloomington, Indiana 47401
(812) 337-1357

Catalog of programs available on limited basis.

WPSR-FM
Mr. Robert S. Edelman
Evansville-Vanderburg School Corp.
726 Wedeking Avenue
Evansville, Indiana 47711
(812) 425-1801

Library of tapes available to schools. Catalog available.

WFCI-FM
Mr. Raymond Cowan, Education Director
Franklin College of Indiana
Franklin, Indiana 46131

Catalog available.

INDIANA (continued)

WGVE-FM
Mr. Lawrence Ventura, General Manager
School City of Gary
1800 E. 35 Street
Gary, Indiana 46409
(219) 962-7571

Maintains a library.

WGCS-FM
Mr. Ray Vinble, Program Director
Goshen College Broadcasting Corp.
Goshen College
Goshen, Indiana 46526
(219) 533-3161

Catalog of programs available.

WIAN-FM
Mr. Arthur Van Allen
Indianapolis Board of School Commissioners
931 Fletcher Avenue
Indianapolis, Indiana 46203
(317) 638-3493

Maintains library of audiotapes.

WICR-FM
Mr. William Byer, General Manager
Indiana Central University
4001 Otterbein Avenue
Indianapolis, Indiana 46227
(317) 783-3730

Maintains library of audiotapes available to anyone for exchange, loan, sale, rent, free, or for postage. List of programs available.

WBST-FM
Mr. M. John Eiden, Assistant Readio Station Manager
Ball State University
Center for Radio and TV
Muncie, Indiana 47306
(317) 285-1833

Catalog of programs available for exchange, loan, rent, sale, or free.

INDIANA (continued)

WBAA-AM
Mr. R. U. Forsythe, Educational Director
Purdue University
Hall of Music
West Lafayette, Indiana 47907
(317) 749-2385

Library of tape recordings available on exchange, loan or sale to schools.

IOWA

KDPS-FM
Dr. E. Keith Kyde, Education Director
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50307
(515) 284-7723

Maintains a tape library.

WSUI-AM
Mr. George Klingler, Education Director
University of Iowa
Iowa City, Iowa 52240
(319) 353-5666

Maintains library of audiotapes available on exchange, rental, or sale to schools and libraries.

KRNL-FM
Dean Robert A. Reid, Education Director
Cornell College
Mount Vernon, Iowa 52314
(319-895-6239

Audiotapes of documentary and special events programs available free, on exchange, or sale (depending on the type of program). Catalog available.

IOWA (continued)

KWAR-FM
Mr. Robert C. Gremmels, Advisor
Wartburg College
Waverly, Iowa 50677
(319) 352-1200 ext. 306

Catalog of programs available.

KANSAS

KFKU & KANU-FM
Mr. Richard F. Wright, Operations Director
The University of Kansas
Broadcasting Hall
Lawrence, Kansas 66044
(913) 864-4530

Catalog available.

KENTUCKY

WBKY-FM
Mr. Don Wheeler, General Manager
University of Kentucky
McVey Hall
Lexington, Kentucky 40506
(606) 257-2733

Maintains a library of audiotapes available on exchange or loan to schools, libraries, industry, etc.

WEKU-FM
Mr. James Harris, Director,
Division of Instructional Services
Eastern Kentucky University
Richmond, Kentucky 40475
(606) 622-2475

Audiotapes of programs available on exchange or loan to schools, libraries, industry and other radio stations. Catalog of programs available.

MAINE

WMEB-FM
Mr. Wofford G. Gardner, Education Director
University of Maine
240 Stevens Hall
Orono, Maine 04473
(207) 581-7385

Maintains a library of audiotapes available to schools, libraries, industry, individuals, and other radio stations. Catalog of programs available.

MASSACHUSETTS

WCFR-FM
Mr. Arthur R. Cohen, Program Director
University of Massachusetts
Hampshire House
Amherst, Mass. 01002
(413) 545-0100

Maintains a library of audiotapes available on exchange, loan or sale.

WMUA-FM
Mr. Kenneth L. Horseman
English Building
University of Massachusetts
Amherst, Mass. 01002
(413) 545-2878

Maintains a library of audiotapes available on exchange or loan to schools and individuals.

WPAA-FM
Mr. Peter Halley, Program Director
Phillips Academy
Andover, Massachusetts 01810
(617) 475-3404 ext. 86

Tapes of lectures and special programs are available for price of tape, or free if tape is supplied with request.

MASSACHUSETTS (continued)

WBUR-FM
Mr. Stephen Schlow, Program Director
Boston University
630 Commonwealth Avenue
Boston, Mass. 02215
(617) 353-2790

Maintains a library of audiotapes, records--33 1/3, 78 and 45.

WTBS-FM
Professor Arnold Amstutz, MIT
WTBS Foundation, Inc.
3 Ames Street
Cambridge, Mass. 02142
(617) 868-9827

Maintains a library of audiotapes available on exchange or sale to schools, libraries, industry, etc. Catalog of programs available.

WMHC-FM
Ms. Eloise Fuller, Station Manager
Mount Holyoke College
S. Hadley, Mass. 01075
(413) 538-2044; 2063

Maintains a library of audiotapes and records (33 1/3 and 45) available on exchange or loan to schools.

WAIC-FM
Mr. Joe English, Educational Director
American International College
Springfield, Mass. 01109
(413) 737-5332 ext. 232

Maintains a library of audiotapes available on exchange or loan to schools and libraries.

MICHIGAN

WVAC-FM
Mr. Roger Wallace, President and Educational Director
Adrian College
110 S. Madison Street
Adrian, Michigan 49221
(313) 265-5161 ext. 440

Maintains a library of audiotapes available on exchange or loan to schools and libraries.

WDTR-FM
Dr. Dorothy F. Patterson
Program Director
Detroit Board of Education
9345 Lawton Avenue
Detroit, Michigan 48206
(313) 833-7900 ext. 2161

Audiotapes of programs available on exchange or sale to schools, libraries, industry and other radio stations. Program guides available.

WKAR & WKAR-FM
Mr. Richard Estell, Educational Director
Michigan State University
East Lansing, Michigan 48824
(517) 355-6540

Broadcasts fine arts and information programs. Operates tape distribution services, primarily for Michigan radio stations. Some programs available at cost to schools, library services, etc.

WMUK-FM
Dr. Charles Woodliff, Director
Division of Instructional Communications
Western Michigan University
Maybee Music Building
Kalamazoo, Mich. 49001
(616) 383-1921

Maintains a library of audiotapes available on exchange or loan and sale to schools or educational or commercial stations.

MICHIGAN (continued)

WEMU-FM
Mr. Richard E. Jacques, Program Director
Eastern Michigan University
130 Quirk Building
Ypsilanti, Michigan 48197
(313) 487-3197; 2229

Maintains library of audiotapes available on exchange or loan, rental and sale (determined by use) to schools, libraries, industry, other radio stations.

MINNESOTA

KSJR-FM
Mr. William H. Kling, President
Minnesota Educational Radio, Inc.
Collegeville, Minn. 56321
(612) 363-7702

Maintains a library.

KUOM
Ms. Marion Watson, Educational Director
University of Minnesota
Eddy Hall
Minneapolis, Minn. 55455
(612) 373-3177

Audiotapes of programs available free to schools, libraries, individuals and other radio stations. Catalog of programs available.

KSJN
Mr. W. H. Kling, President
Minnesota Educational Radio, Inc.
30 E. 10th Street
St. Paul, Minn. 55101
(612) 224-4711

Maintains a library of audiotapes for sale to schools, libraries, industry and to individuals.

MISSOURI

KWWC-FM
Professor Lowell A. Connor II
General Manager
Stephens College
Columbia, Missouri 65201
(314) 442-2211

Maintains a library of audiotapes; availability varies with type of material.

NEVADA

KUNR-FM
Mr. Donald G. Potter, Educational Director
University of Nevada
Reno, Nevada 89507
(702) 784-6591

Maintains a library of audiotapes, library of programs available for rental to schools and other radio stations.

NEW JERSEY

WGLS-FM
Mr. Robert Blake, General Manager and Educational Director
Glassboro State College
P.O. Box 116
Glassboro, New Jersey 08028
(609) 445-7335

Catalog available.

NEW MEXICO

Mr. Lance A. Woodworth, General Manager
New Mexico Union
University of New Mexico
Albuquerque, New Mexico 87106
(505) 277-4806

Maintains a library of audiotapes available on exchange or loan to schools, libraries, industry, etc.

NEW MEXICO (continued)

KRWG-FM
Mr. Harvey Jacobs, Educational Director
New Mexico State University
Box 3J, University Park
Las Cruces, New Mexico 88001
(505) 646-4525

Maintains a library of audiotapes available on exchange or loan to schools.

NEW YORK

WNYE-FM
Mr. James F. Macandrew, President
Board of Education
City of New York
29 Fort Greene Place
Brooklyn, New York 11217
(212) 596-3335

Maintains a library of audiotapes available on exchange or loan. Catalog available.

WBFO-FM
Mr. Don G. Blakely, President
State University of New York
3435 Main Street
Buffalo, New York 14213
(716) 831-5393

Maintains a library of audiotapes available on exchange or loan to schools, libraries, industry, etc.

WSLU-FM
Mr. Richard D. Hutto, General Manager
The St. Lawrence University
Canton, New York 13617
(315) 379-5356; 6302-3

Free audiotapes of programs available to schools and libraries.

NEW YORK (continued)

WGSU-FM
Mr. John A. Davlin, Educational
 Director
Board of Trustees
State University of New York
State University College
Geneseo, New York 14454
(716) 245-5586

Maintains a library of audiotapes available on exchange.

WVHC-FM
Dr. George N. Gordon, Director
Communications Center
Hofstra University
1000 Fulton Avenue
Hempstead, New York 11550
(516) IV9-8870, 560-3389

A library of audiotape programs is available; programs on 1/4 inch audiotape are issued on a rental basis to institutions at $15.00 per tape average (prices vary according to type and duration of program). Tapes available to libraries on a sale basis, prices on request. Catalog of programs sent on request.

WSHR-FM
Mr. Richard E. Fearns, Advisor
Radio Communications
Board of Education of Central
 School District No. 5 (Sachem
 Central)
245 Union Avenue
Holbrook, New York 11741
(516) 588-2700

Maintains a library of audiotapes. Library of programs available on loan to schools, libraries, industry, individuals, other radio stations.

WICB-FM
Mr. Rudy Paolangeli, Radio Director
Ithaca College
Ithaca, New York 14850
(607) 274-3214

Maintains a library of audiotapes available on exchange or loan.

NEW YORK (continued)

WBAI-FM
Mr. Edwin A. Goodman, Manager
WBAI-FM, Inc.
(Pacifica Foundation)
359 E 62 Street
New York, N.Y. 10021
(212) VA6-0880

Tapes of programs available on loan and sale to individuals and to other radio stations. Catalog of programs available.

WKCR-FM
Mr. Michael M. Meadvin, President
208 Ferris Booth Hall
Columbia University
New York, N.Y. 10027
(212) 280-5011

Tapes of programs available for sale to schools, libraries, industry, individuals and other radio stations.

WNYC
Mr. Seymour N. Siegel, Director
Municipal Broadcasting System
2500 Municipal Building
New York, N.Y. 10007
(212) 566-2115

Maintains a library of audiotapes available on exchange or loan, rental and sale to schools, libraries, etc.

WTSC-FM
Mr. Stanley Rowin, General Manager
Clarkson College of Technology
Potsdam, New York 13676
(315) 265-7180

Maintains a library of audiotapes available on exchange or loan to schools.

WRUR-FM
Mr. Sam Scott, Program Director
University of Rochester Broad-
 casting Corp.
Box 5068
Rochester, New York 14627
(716) 461-1450

Maintains a library of audiotapes.

NEW YORK (continued)

WHAZ
Mr. Dick West, Director
Box 784
Troy, New York 12181
(518) 272-1010

Selected library of audiotapes available on rental and sale.

NORTH CAROLINA

WUAG-FM
Mr. Emil W. Young, Jr., Director Radio and T.V.
University of North Carolina at Greensboro
Greensboro, North Carolina 27412
(919) 379-5405

Maintains a library.

WEDD-FM
Dr. Julian C. Burroughs, Jr.
General Manager
Box 7405
Wake Forest University
Winston-Salem, N.C. 27109
(919) 725-9711 ext. 218

Audiotapes of programs available to schools, individuals and other educational radio stations.

NORTH DAKOTA

KFJM
Mr. D. E. Beach, Director of Radio
University of North Dakota
Box 8116
Grand Forks, N.D. 58201
(701) 777-2577

Maintains a library of audiotapes and film (16 mm) on exchange or loan and rental to schools, libraries, industry, etc.

OHIO

Dr. Ruth Lewis, General Manager
University of Akron
302 E. Buchtel Avenue
Akron, Ohio 44304
(216) 762-2112

Maintains a library of audiotapes and videotapes available on exchange or loan and rental to schools, libraries, industry, etc.

WOUB-AM-FM
Mr. Joseph Welling, Director of Broadcasting
Ohio University
College Street
Athens, Ohio 45701
(614) 594-5321

Maintains a library of audiotapes available on exchange or loan, rental and free to schools, libraries, industry, etc.

WCDR-FM
Mr. Paul Gathany, General Manager
Cedarville College
N. Main and College
Cedarville, Ohio 45314
(513) 766-2231

Maintains a library of audiotapes and tape duplication facilities.

WBOE-FM
Mr. Charles E. Siegel, Educational Director
Board of Education
Cleveland City School District
1380 E. 6 Street
Cleveland, Ohio 44114

Catalog of programs available upon request.

WOSU & WOSU-FM
Mr. Thomas C. Warnock, General Manager
Ohio State University
2400 Olentangy River Road
Columbus, Ohio 43210
(614) 421-2540

Maintains a library of audiotapes available on rental to schools, libraries, industry, etc.

OHIO (continued)

WKSU-FM
Mr. John Perry, General Manager
Kent State University
Main and Horning Road
Kent, Ohio 44242
(216) 672-2376; 7997

Maintains a library of audiotapes available on rental to schools and libraries.

WOBC-FM
Mr. Charles Perego, Educational Director
Oberlin College Student Network, Inc.
Wilder Hall
Oberlin, Ohio 44074
(216) 774-1059

Maintains a library of audiotapes available on exchange or loan to schools. Program catalog available.

WMUB-FM
Dr. Stephen C. Hathaway
Director of Telecommunications
Miami University
Telecommunications Service
Oxford, Ohio 45056
(513) 529-3521

Maintains a library of audiotapes available on exchange or loan and rental to schools, libraries, industry, etc.

WCSU-FM
Mr. Willis Parker, Program Director
Central State University
Wilberforce, Ohio 45384
(513) 376-7223

Maintains a library of audiotapes and videotapes available on rental, sale and free to schools, libraries, industry, etc.

OHIO (continued)

WYSO-FM
Mr. Dale Crouse, General Manager
Antioch College
Antioch College Union
Yellow Springs, Ohio 45387
(513) 767-7715

Library of programs (audiotapes) available on exchange or sale. Tape exchange programs and catalog are available.

OREGON

KOAC
Mr. Donald R. Larson, Educational Director
State Board of Higher Education
Covell Hall
Corvallis, Oregon 97331
(503) 754-1311

Audiotapes of programs available on sale to schools, libraries. Catalog available.

PENNSYLVANIA

WMUH-FM
Rev. George F. Eichorn, Educational Director
Muhlenberg College
Box 10B
Allentown, Pennsylvania 18104
(215) 433-5957

Maintains a library of audiotapes and printed scripts available on exchange or loan and sale to schools.

WGEV-FM
Mr. Thomas Lenz, General Manager
Geneva College
Board of Trustees
Beaver Falls, Pennsylvania 15010
(412) 846-5100

Maintains a library of audiotapes available on exchange or loan.

PENNSYLVANIA (continued)

WUHY-FM
Mr. Nathan Arnold Shaw, Station Manager
WHYY, Inc.
4548 Market Street
Philadelphia, PA 19139
(215) EV2-9300

Audiotapes of programs available on exchange basis to education and non-commercial stations upon request.

SOUTH DAKOTA

KUSD-AM-FM
Mr. Jack Bruce, Director of Radio
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5277

Maintains a library of audiotapes available on exchange or loan to schools (in-state only).

TENNESSEE

WSMC-FM
Mr. Don Self, Program Manager
Southern Missionary College
Box 870
Collegedale, Tennessee 37315
(615) 396-2320

Maintains library of audiotapes available on exchange or sale to schools, libraries, industry, individuals, other radio stations. Listing of services and prices available.

WPLN-FM
Mr. David Marshall Stewart, Educational Director
Public Library of Nashville and Davidson County
Eighth Avenue N. and Union
Nashville, Tenn. 37203
(615) 244-4700

Maintains a library. Items are available only on individual arrangement.

TEXAS

KUT-FM
Mr. Robert F. Schenkkan, Manager
University of Texas
Box 7158, University Station
Austin, Texas 78712
(512) 471-1631

Audiotapes of programs available for rental and sale to other radio stations. Catalog available.

KTCU-FM
Mr. Larry Lauer, Program Director
Texas Christian University
Fort Worth, Texas 76129
(817) WA6-2461

Maintains a library of 16mm motion pictures and audiotapes available on exchange or loan to schools, libraries, industry, etc.

KTXT-FM
Mr. Clive Kinghorn, Educational Director
Texas Tech. University
Tech Station
Lubbock, Texas 79409
(806) 742-6276

Maintains a library of audiotapes available on exchange or loan or free (for cost of tape).

KOCV-FM
Mr. Wally Jackson, Faculty Director
Odessa College
Box 3752
Odessa, Texas 79760
(915) FE7-5381

Maintains a library of audiotapes and records (33 1/3 and 45).

KSYM-FM
Ms. Jean M. Longwith, General Manager
San Antonio College
1300 San Pedro Avenue
San Antonio, Texas 78284
(512) PE4-5381, ext. 381

Program catalog available.

TEXAS (continued)

KWBU-FM
Mr. Joseph C. Walters, General Manager
Baylor University
Waco, Texas 76703
(817) 755-1511

Maintains a library of audiotapes available on exchange or loan to schools, libraries, industry, etc.

UTAH

KBYU-FM
Mr. Earl J. Glade, Jr., Director, Broadcast Services
Brigham Young University
C-306 Harris Fine Arts Center
Provo, Utah 84601
(801) 374-1211 ext. 3552

Audiotapes of programs available on exchange or rental to schools, educational and commercial radio tations. Catalog available upon equest.

VERMONT

WNUB-FM
Mr. Peter La France, Educational Director
Norwich University
Jackman Hall
Northfield, Vermont 05663
(802) 485-5011 ext. 75

Maintains a library on exchange, loan, rental or sale to schools, libraries, industry, individuals and other radio stations.

VIRGINIA

WLUR-FM
Mr. Ronald H. Macdonald, General Manager
Washington and Lee University
P.O. Box 1153
Lexington, Virginia 24450
(703) 463-2181

Maintains a library of audiotapes available on exchange or loan to schools.

WRFK-FM
Mr. Robert W. Kirkpatrick, General Manager
Union Theological Seminary
3401 Brook Road
Richmond, Virginia 23227
(703) 355-0671, ext. 31

Audiotapes and kinescopes available on exchange or loan and rental, sale or free to schools, libraries, industry, etc. Catalog available at $3.00.

WCWM-FM
Mr. Clifford Pence, Faculty Advisor
College of William and Mary
Williamsburg, Virginia 23185
(703) 229-3000 ext. 275

Maintains a library of audiotapes available on exchange or loan to schools, libraries, industry, etc.

WASHINGTON

KCWS-FM
Mr. Roger Reynolds, President
Central Washington State College
Ellensburg, Washington 98926
(509) 963-2311

Maintains a library of audiotapes available on exchange or loan to schools.

WEST VIRGINIA

WVWC-FM
Mr. Donald L. Singleton, Director
West Virginia Wesleyan College
College and Meade
Buckhannon, West Virginia 26201
(304) 472-7030

Maintains a library of audiotapes and videotapes, printed scripts available on exchange or loan to schools, libraries, individuals, etc.

WISCONSIN

WHA-FM
Mr. Ralph Johnson, General Manager
State of Wisconsin
Educational Communications Division
Radio Hall
Madison, Wisconsin 53706
(608) 262-2720

Catalog available.

WSUS-FM
Mr. Albert Croft, Educational Director
Wisconsin State University
2100 Main Street
Stevens Point, Wisconsin 54481
(715) 346-2696

Maintains a library of selected audiotapes available on exchange or loan to schools, libraries, industry and other broadcasting stations.

WSSU-FM
Mr. Richard DeFore, Director of Radio
Wisconsin State University
Superior, Wisconsin 54881
(715) 392-8101

Maintains a library of limited program material available on audiotape. Program guide available on request.

About this catalog

There are about 10,000 programs in WHA-Radio's tape library. Because of limited storage space, not all programs are kept and few are kept for more than one year. Generally, therefore, the programs listed in this catalog fall into the following categories:

1) series currently being broadcast
2) series recently removed from the broadcast schedule
3) series of timeless interest saved for rebroadcast
4) series in the permanent archive collection

We have included both instructional (School of the Air) series and educational adult series which may have instructional uses. Not all of the tapes in WHA's library are listed because not all are permitted duplication. If you have questions about a particular broadcast, write for further information. Programs being produced weekly are available for duplication following the broadcast date. Consult a current Wisconsin School of the Air teacher's manual for this information.

Ours is a duplication service. No loan, audition or rental of tapes is possible. If you are not certain you want a complete series, order a few programs for use and evaluation.

Some of the series listed here are available for broadcast by other educational, noncommercial radio stations. Please contact the Wisconsin School of the Air for broadcast prices and authorization.

Ordering procedures

When ordering an audio tape copy (dubbing) of a program, give the Recording Service the following information.

1. Title of series, number or broadcast year of series, titles of programs, and program numbers.
2. Speed of the recording. We can record at 7½ and 3¾ inches per second reel to reel, and 1 7/8 ips on cassette. No dual or four track recordings reel to reel.
3. Name and address of person to whom the bill should be sent. Name and address of person to whom the tapes should be sent.
4. Number of programs to be recorded on each tape (compute the average length of programs and length of tape at the selected speed).
   15 minute program @ 7½ ips = 600 ft
   30 minute program @ 3¾ ips = 600 ft
   30 minute program @ 7½ ips = 1200 ft
   60 minute program @ 3¾ ips = 1200 ft
   30 minute program on each track = C60 cassette
   (The convenience to the teacher in locating a program on the tape is a factor to consider.)

We recommend that you supply tape with your order. It is more convenient for us, and much cheaper for you. The tape we stock is expensive, low noise, broadcast quality with performance characteristics beyond what is needed for school use. However, tape can be purchased from WHA.

In supplying tape select name-brand, [illegible] play, [illegible] mylar base. Reels [illegible] 5" or 7". We cannot work with reels smaller than 5". Cassettes should be C60 so that you do not have to interrupt listening to turn over the tape.

The prices quoted include mailing unless you wish first class or special delivery service.

Dubbing fee: $2.70 per program

Tape Prices
1200 foot: $2.80
600 foot: $1.70
C60 cassette: $1.85

EXAMPLE: If you want to purchase WHA tape and record two 15 minute programs per tape at 7½ ips the costs would be $2.80 for a 1200 foot tape plus $2.70 per program dubbing fee or a total of $8.20 for the order.

NOTE: THESE PRICES ARE FOR NON-BROADCAST CLASSROOM USE. RADIO STATIONS MUST CONTACT THE WISCONSIN SCHOOL OF THE AIR FOR BROADCAST PRICES AND AUTHORIZATION.

We have a limited number of teacher's manuals and will provide one with the purchase of a complete series as long as the supply lasts. Please request a manual in your order.

Address orders to Recording Service WHA-Radio, 821 University Avenue, Madison, Wisconsin 53706.

BEST COPY AVAILABLE

New World New Lives

(Grades 5-9)

Toward providing background upon which to build more specific knowledge of Latin America and Canada, this series uses fictitious and often amusing characters and situations to illustrate and clarify broad historical concepts. A useful supplement to social studies. Series produced in 1961 Programs are 15 minutes in length.

1. Bienvenidos, Amigos!
2. What's In a Name?
3. Professor Pablo
4. The Place of the Tenochcas
5. The Civilization That Corn Built
6. Thatched Roof, Golden Earplugs
7. Hands That Rocked the Hammocks
8. Iberians
9. Spaniards in Two Parts
10. When One Culture Meets Another
11. One Song, Two Verses
12. With Grace and Gentleness
13. Of Revolutions and Spanish Pans
14. The Missing Keystone
15. Los Caudillos: The Dictators
16. There Is a Difference Between Revolutions
17. The Continuing Revolution
18. The House of the People
19. Revolution in a Valley
20. Brazilian Pioneers—Old Style
21. Brazilian Pioneers—New Style
22. How to Govern a Gaucho
23. Silver, Strangers, and Starvation
24. Neighbors
25. Of Fish and Fur and Fool's Gold
26. Pots and Pans, Plows and Spinning Wheels
27. Birds of Different Feathers
28. A Family Matter
29. Hordes and Swarms and Herds
30. The End

Old Stories and New Ideas

(Grades 4-6)

Hazel Stewart Alberson has a rare ability to relate myths and fables of other worlds and ages to each man's every day. Selections from Greek, Roman and Norse legends, stories from Japan, China, Ireland, and Burma become vehicles for Mrs. Alberson's modern applications. Karl Schmidt's presentation of these selections is an excellent example of story-telling as an oral art form. Teachers have used these programs to motivate further reading, art work, creative writing, and special projects of many kinds. Program length varies from 16 to 25 minutes.

1. Phaeton's Folly
2. Hermes
3. Flood Stories
4. Prometheus
5. Creation of Woman
6. Daedalus and Icarus
7. King Midas
8. The Power of Music
9. Stories for Fun
10. Hospitality
11. White Horses
12. The Soil and the Seasons
13. Thor's Journey to Giantland
14. Contests
15. Odysseus, the Adventurer
16. The Poet as Storyteller
17. Prelude to a Life of Heroism
18. The Light and the Dark
19. Beginnings and Endings
20. The Story Teller's Use of Animals
21. Stars in Your Past and Future
22. Gratitude and Ingratitude
23. Unpredictable Nature
24. Father of His Country
25. Dragons—Friendly and Unfriendly
26. The Elephant's Bathtub
27. Conqueror of All
28. [illegible]
29. A New Story with an Old Formula
30. Athena and Athens

Reckoning with Boris

(Grade 3)

Boris, President of the Finger Counters of the World, is a funny, stubborn, and dedicated hater of mathematics, who collides humorously with reasonable explanations of addition, subtraction, and multiplication—among other things. With his help, children begin to see mathematics as an entertaining man-invented subject, rather than an abstract, abstruse necessity.

The series is designed to supplement "new math" at third grade level, and is paced to stay a little behind the classroom curriculum. Programs are under 20 minutes in length.

1. Mathematics Before Boris
2. The Value of Place
3. A Fight for Zero and Inequality
4. More Thousands and a Review
5. The Road to Mathematics
6. Boris Begins Adding His Problems
7. Additional Problems With the Ladies
8. Sums, Differences, and Igor
9. Reviewing with Ryegood
10. Some Strange Uses of Mathematics
11. The Matter of Two-Digit Addition
12. The Matter of Two-Digit Subtraction
13. A Very Merry Jack Horner Day
14. Another Addition and Subtraction Matter
15. Some Practical Addition and Subtraction
16. A Calculated Review
17. A New Device: Multiplication
18. Some Important Factors in Multiplication
19. One More Principle and a Few Facts
20. [illegible]
21. Some [illegible] tion

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward
515—353-7836

January 28, 1974

MEMORANDUM

TO: Network Units Collaborating in the Consortium on Auditory Learning Materials for the Handicapped.

FROM: Ted Ward

SUBJECT: Media References for Auditory Learning Materials.

Enclosed you will find a list of references and source directories which will hopefully assist in locating auditory learning materials. Additional copies are available upon request.

Also, just a reminder of the upcoming Consortium meeting in Chicago on Thursday, March 7, 1974. You will be receiving additional details in the next Audio Newsletter.

We are looking forward to working with you in Chicago.

A Coordinated Affiliation of Special Education Network Units
Bureau of Education for the Handicapped—U.S. Office of Education—An equal Opportunity Employer

CONSORTIUM ON AUDITORY LEARNING MATERIALS FOR THE HANDICAPPED

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Michigan State University
East Lansing, Michigan 48824

Coordinator: Ted Ward
515—353-7836

MEDIA REFERENCES FOR AUDITORY LEARNING MATERIALS

Compiled by

WILLIAM ANDERSON

The following list of references and source directories is designed to assist teachers, administrators and specialists in locating large numbers of existing auditory learning materials. The listing has been divided into two groups: Group I, a list of basic references and directories; and Group II, a more specialized and supplemental listing of references and directories.

It should be noted that the prices given may have been changed by the publisher/distributor without notice.

A Coordinated Affiliation of Special Education Network Units
Bureau of Education for the Handicapped—U.S. Office of Education—An equal Opportunity Employer

GROUP I

BLUE BOOK OF AUDIOVISUAL MATERIALS, 43th edition, Educational Screen and Audiovisual Guide, 434 South Wabash Avenue, Chicago, Illinois, 60605. 1973. 60 pages. $2.50. Annual, in July/August issue of Educational Screen and Audiovisual Guide.

> Listing of approximately 1200 titles in all media in 33 subject fields produced in the twelve months preceding publication. Includes reader service cards which include numbers for all producers and distributors to enable readers to channel requests for information concerning items through Educational Screen and Audiovisual Guide.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS, compiled and edited by Walter A. Wittich. 16th edition. Educators Progress Service, Randolph, Wisconsin 53956. 1973. 200 pages. $7.75. Revised annually.

> Over 300 tapes, 15 scripts and 65 transcriptions in all instructional subjects including conservation, guidance, health education, homemaking, language arts, music, science, and social studies. Available on free loan to school superintendents, AV directors, librarians and teachers.

HARRISON TAPE CATALOG: OPEN REEL, CASSETTES AND 8-TRACK, M. & N. Harrison, Inc., 274 Madison Avenue, New York, N.Y. 10016. Cumulative catalog published bimonthly, $1 per single copy, $5 per yearly subscription. (Generally available at record and music shops.)

> Approximately 1400 old and new tapes under such headings as: children's, language lessons, international, vocal, opera, folk, jazz and others. Each category includes a "what's new" list as well as cumulative list.

LEARNING DIRECTORY--INSTRUCTIONAL MATERIALS INDEX. Westinghouse Learning Corporation, 100 Park Avenue, New York, N.Y. 10017. 1970, with 1972 supplement. $99.50, $25.00 supplement.

> This seven volume directory identifies over 205,000 audiovisual and instructional materials for all grade levels in all subject areas. Over 1000 different producers represented in directory. One of two most comprehensive audiovisual materials listings in existence. Reads like white pages of Los Angeles telephone directory.

LIBRARY OF CONGRESS CATALOG: MUSIC AND PHONORECORDS. 1953 to date. Semiannual with annual cumulations at $20. Music and Phonorecords, 1953-57 cumulation, issued as v.27 of the National Union Catalog. $20. 1049p. Music and Phonorecords, 1958-62 cumulation, issued as v.51 and v.52 of the National Union Catalog. v.51, $20. 1049p; v.52, $20. 514p. Music and Phonorecords, 1963-67 cumulation, issued in 3v., $75. Quinquennial volumes for 1953-57 and 1958-62 are for sale by Rowman and Littlefield, Inc., 84 Fifth Avenue, New York, N.Y. 10011. Quinquennial volumes for 1963-67 are for sale by J. W. Edwards, Inc., Ann Arbor, Michigan 48106. Current issues and annual cumulation available from the Library of Congress, Card Division, Building No. 159, Navy Yard Annex, Washington, D.C. 20541. The next quinquennial cumulation will cover the years 1968-72; therefore, there will be no annual cumulation for 1972.

Music scores intended for performance and sound phonorecords, musical and nonmusical. The nonmusical recordings cover all subject fields currently received by the Library of Congress and other American libraries participating in its cooperative cataloging program. Books about music and librettos have been included since 1963.

NATIONAL CENTER FOR AUDIO TAPES CATALOG, National Center for Audio Tapes, University of Colorado, Stadium Building, Boulder, Colorado 80302. 1972. 123 pages. $4.50.

Approximately 12,000 tapes selected on basis of curricular relevance and production quality which can be re-recorded for any individual, group, educational institution, or business firm provided that the restrictions are adherred to. Tape listings for all subject matters and grade levels.

NICEM, National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007.

A. Index to Educational Audio Tapes, 1972, $36.50 (yearly update).

Lists and describes over 20,000 audio tapes for educational use. Identifies producer, distributor, grade level, content area, and availability. Selective search via computer with descriptors possible.

B. Index to Educational Records, 1972, $34.50 (yearly update)

Lists and describes over 18,000 educational records. Same information available as in other NICEM indexes.

SCHWANN RECORD AND TAPE GUIDE. Monthly Schwann Supplementary Record Guide; semiannual. W. Schwann, Inc., 137 Newbury Street, Boston, Massachusetts 02116 (Also available in some 3,800 record-tape shops in the United States.)

Guide includes over 35,000 titles from 770 companies in all subject areas. 1949-1969 listings availabe on 35 mm positive microfilm from: AMS Press, Inc., 56 East 13th Street., New York, N.Y. 10003. Schwann Children's Record Guide (1970), published annually for $.35 postpaid from publisher.

GROUP II

AN ANNOTATED LIST OF RECORDINGS IN THE LANGUAGE ARTS, compiled and edited by Morris Schreiber. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820. 1971. Stock Number 47906. 83 pages. $1.75.

An annotated selected list of records to aid English teachers in elementary schools, secondary schools in subject areas of American literature, folk literature, American history, world history, social studies, English and American poetry and prose, drama, Shakespeare, documentaries, lectures, speeches, and anthologies, 436 entries.

AUDIOVISUAL MARKETPLACE--A MULTIMEDIA GUIDE, J. A. Neal, Editory. R.R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036. 1972. 293 pages. $15.00.

A guide to producers and distributors of audiovisual materials, free loan and audio tape exchange centers, educational radio and television stations, audiovisual associations, audiovisual reference materials, audiovisual periodicals and review services, and audiovisual services such as: cataloging, dealers, laboratories, and equipment rental.

THE BLACK RECORD: A SELECTIVE DISCOGRAPHY OF AFRO-AMERICA ON AUDIO DISCS, Washington University Libraries, Audio-Visual Department, St. Louis, Missouri 63130. 1970. 13 pages. $50 prepaid, $1.50 if billing required.

More than 100 phonodiscs dealing with black history. Documentary and spoken word recording classifications include biographical material, speeches, poetry, prose and drama. Emphasis is placed on "authentic" folk recordings and they range from origins in Africa to "Songs of the Selma-Montgomery March."

EDUCATORS GUIDES TO FREE MATERIALS, Educators Progress Service, Randolph, Wisconsin 53956.

1. Free Guidance Materials - $8.75
2. Free Social Studies Materials - $9.50
3. Free Health, Physical Education and Recreation Materials - $8.00
4. Free Science Materials - $9.25

Generally available listings of free-loan educational and informational multi-media materials. Each directory contains at least 50 tapes. Classified by medium and subject, then alphabetical by title.

EDUCATIONAL MEDIA INDEX: A PROJECT OF THE EDUCATIONAL MEDIA COUNCIL. McGraw-Hill Book Company, New York, N.Y. 10036. 1964. 14 volumes. $62.45. Individual volumes available separately at various prices. (Limited supply available from Educational Media Council, Inc., DuPont Circle Building, Suite 710, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

Over 28,000 titles of media (all types) in all subject matters from kindergarten to adult education. Entries include subject heading, type of medium, producer-distributor, length, grade level, and availability.

EDUCATOR'S PURCHASING GUIDE (formerly Fisher Publishing Company's EPM), 5th Edition, North American Publishing Company, 134 North Thirteenth Street, Philadelphia, PA 19107. 1973. $21.50.

A reference guide to producers of instructional and audiovisual materials and equipment for all grade levels and disciplines of education. Included are product listings, product information sections, producer/manufacturer sections, and a trade name section.

GENERAL CATALOG OF TALKING BOOKS, American Printing House for the Blind, Inc., 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206. 1973.

Talking books (recorded at 16 2/3 rpm or 8 1/3 rpm) have been listed according to school subjects. All are available for purchase from APH. Note talking books require special playback equipment (also available from APH.) A listing of audio tape cassettes is also available free from the American Printing House under a separate cover.

FOLK MUSIC: A CATALOG OF FOLK SONGS, BALLADS, DANCES, INSTRUMENTAL PIECES, AND FOLK TALES OF THE UNITED STATES AND LATIN AMERICA ON PHONOGRAPH RECORDS, U.S. Library of Congress, Reference Department, Music Division, Recording Library, Washington, D.C. Available from U.S. Government Printing Office, Washington, D.C., 20402. 107 pages. $.40.

Records representing a sampling of the best of more than 16,000 records in the Archive of Folk Song of the Library of Congress. Included in catalog are 107 discs (78 rpm) containing 341 titles and 59 discs (33 1/3 rpm) with 899 titles of folk music and tales recorded in the field with portable recording equipment, for sale by the Library of Congress.

GUIDES TO EDUCATIONAL MEDIA, 3rd edition, Margaret I. Rufsvold and Carolyn Guss, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. 116 pages. $2.50.

A guide to catalogs and references, services of professional organizations, and specialized periodicals which systematically provide information on nonprint educational media. Identifies and describes 153 educational media references and is more comprehensive than selective.

NEW EDUCATIONAL MATERIALS, compiled by Mary L. Allison, Citation Press, 50 Forty-fourth Street, New York, N.Y. 10036. 1970. 256 pages. $3.75.

Annotated listing of films, phonodiscs, phonotapes, multimedia kits, charts, etc., for the classroom teacher from prekindergarten through the twelfth grade. Many materials have evaluative comments.

SPOKEN RECORDS, by Helen Roach. Scarecrow Press, Box 656, Metuchen, New Jersey 08840. 1970. 288 pages. $7.50.

More than 500 spoken recordings including documentaries, lectures, interviews and readings by authors. Arranged by subject categories, then alphabetical by title.

FORM II

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

INSTRUCTIONAL MATERIALS CENTER

LISTENING SKILLS PROJECTS

1. Name of item: ______________________________

____

2. Author, developer, editor of item: ______________________________

____

3. Publisher of item, address, copyright date: ______________________________

____

4. Cost ______________________________

5. What are the components of the material? ______________________________

____

A. What pieces of equipment are needed to utilize this item? __________

____

B. Are unique or unusual methods or special training needed to implement this item? If so, what? ______________________________

____

C. Is a teacher manual available? Yes__________ No__________

D. If available, is it adequate? Yes__________ No__________

E. Is student material available? Yes__________ No__________

F. If available, can it easily be adapted for the visually handicapped?

Yes__________ No__________

6. Physical characteristics:

A. Is it adequately durable? Yes__________ No__________

B. Can it be reused? Yes__________ No__________

C. Are replacement parts available? Yes__________ No__________

Information not available__________

D. Is it portable: Yes__________ No__________

E. Is it easy to use? Yes__________ No__________

7. Is the material useful in the development of the following skills, (listed in the order of priority:

Auditory Reception: ______________________________

____

Auditory Discrimination: ______________________________

____

Auditory Memory: ______________________________

____

Auditory Sequential Memory: ______________________________

____

Grammatic Closure: ______________________________

____

Auditory Association: ______________________________

____

Auditory Comprehension: ______________________________

____

(When listing in the order of priority please number, 1, 2, 3, etc., state why you feel the item is useful in the development of a specific skill, please note: this is important)

8. What curricular area does the material cover? ______________________________

____

A. Are the objectives stated or implied? ______________________________

B. What are the objectives? ______________________________

____

C. How are the objectives achieved? ______________________________

____

D. If the material does not achieve the stated objectives could it still be useful in the development of Listening Skills? ______________________________

____

E. Does the presentation of material relate to the objectives to be covered or mastered? Explain. ____________________

____

9. Is there a sequential pattern to the presentation of material to be mastered?

Explain ____________________

____

____

10. Do you feel this item is truly useful in teaching the skill purported? Explain.

____

____

____

11. Can the item be used as manufactured or does it need to be adapted? __________

If adaptation is required, how extensive would it be? __________

____

____

____

12. Describe the pupil's reaction if field tested. __________

____

____

____

13. In your estimation should this item be included in a bibliography or program designed to develop the listening skills of the visually impaired? __________

____

____

Name ____________________

Sub-committee ____________________